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This report describes a compensatory education program in six elementary schools and one junior high school in a racially mixed area of Philadelphia. Current and additional personnel were used, and existing class size and physical plant were maintained. The program provided a community coordinator in each school to work with parents, a bilingual coordinator for the Spanish-speaking community, and language arts and arithmetic consultants and master teachers at each site. As part of its activities, it initiated homogeneous groupings, extended school time, and teacher retraining. The report presents standardized test data indicating that academic achievement was stimulated, retardation reduced, and behavior and attitudes improved. An appendix contains an outline of the procedure used to arrive at a standard-score rating and samples of inventories, questionnaires, and interviewing guides. (NH)

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ABSTRACTED

INFORMATION RETRIEVAL CENTER ON THE DISADVANTAGED
Ferkauf Graduate School of Education, Yeshiva University

The Great Cities SCHOOL IMPROVEMENT PROGRAM

SCHOOL COMMUNITY COORDINATING TEAM OF THE PHILADELPHIA PUBLIC SCHOOLS

A Progress Report 1960-64

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UD 000 478

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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SCHOOL DISTRICT OF PHILADELPHIA
GREAT CITIES SCHOOL IMPROVEMENT PROGRAM

PROGRESS REPORT
September 1960 - June 1964

THE SCHOOL-COMMUNITY COORDINATING TEAM

UD 000 478

Philadelphia, Pennsylvania
November 1965

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FOREWORD

Throughout the four years encompassed by this Progress Report, the six elementary schools and the one junior high school participating in Philadelphia's Great Cities School Improvement Program have experimented with many programs designed to raise the achievement levels of their educationally disadvantaged pupils. These schools have faced a multitude of difficult problems. However, their experimentation in school administration and organization, in the imaginative use of staff personnel, in curricular design and adaptation, in school-community programs, and in motivational and enrichment activities has produced encouraging results. These programs reinforced by an extended school day, by additional monies for books, supplies, equipment, and by additional personnel, have pointed the way toward more effective programs for our educationally disadvantaged youth.

The chapters which follow amplify activities which hold much promise for our entire school system, and it is our hope that as additional funds and personnel become available, these very activities will become a part of the regular school program.

The personnel of the Great Cities School Improvement Program and the District Superintendent of District Five in which all the schools are located are to be commended for their significant work and contributions to our school system.

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CHAPTER I

INTRODUCTION

The keystone of our social philosophy in this great republic has been the guarantee of equality of opportunity to all members of our democratic society. However, for some segments of our citizenry the access to the fulfillment of the guarantee has not been as equal as the nature of the guarantee itself. For decades segments of our population have suffered from what today is termed "cultural disadvantage," but never before has the concern for the problem been more intense or sincere. The demands of our rapidly changing society simply cannot be reconciled with a continued waste of human resources.

No single institution of our society can be charged with the failure to make the avenue of access more equal; however, historically, it has been education that has largely determined for the masses the nature of the access. Rightly then, it has become the concern of educators that the access be made more equal since the realization of a full and fulfilling participation in the democratic ideal depends upon the well nurtured and developed mind and spirit of the educated man. Therefore, for the child who comes to school lacking the experiential and language supports necessary to successful achievement - the disadvantaged child - programs of compensatory education must be designed.

The roots of cultural disadvantage grow in an entanglement of psychosocial factors. Population density, low socioeconomic solvency, dissolution of family intactness, disease, discrimination, and ignorance operate to create, nurture and perpetuate disadvantage.

In all our major urban centers, communities can be found that are characterized by all of the factors that constitute the capsule of cultural disadvantage. And - it is from this encapsulated environment that annually thousands of children come to our schools. They present a singular challenge for they have singular needs, but the responsibility of the school remains the same; namely, to give "all Americans the basis for living constructively and independently."[1]

The problem faced by the major urban school districts has been to discover and develop means of structuring educational programs that would lead to the realization of the general goal and meet the immediate specific educational needs of the children. Through the combined study of the fourteen great cities of the Great Cities Research Council, various programs and experimental pilot studies were formulated. Grants provided by Ford Foundation's Great Cities School Improvement Program in 1960 made possible the implementation of some of the experimental programs drafted by particular cities. As a result of both efforts, the Philadelphia project, "The School-Community Coordinating Team" came into being in September 1960.

THE PROJECT AND THE COMMUNITY

The Philadelphia project, "The School-Community Coordinating Team" was founded in the conviction that the education of the young American is a responsibility that is shared by the family and the society, the home and the school community complex.

Although the basic concern of the school is with the intellectual development of the child, it became quite evident that this development could not be insured without the reduction of the gap of environmental deprivational factors which, to varying degrees, "islandized" the school. If the gap were to be closed, the school would need to initiate the means of closure.

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[1] Educational Policies Commission - N.E.A., Education and the Disadvantaged American, Washington, D. C. - 1962

The schools selected to participate in the project are located in North Central Philadelphia, a locale that incorporates all the factors characteristic of the capsule of cultural disadvantage. At the outset of the program in September 1960, the community consisted largely of deteriorating row houses on narrow streets, overcrowded tenements, and some low-rental housing. Seventy per cent of the residents were Negro; twenty per cent were Puerto Rican migrants; and the remainder were white or Kalmuck, an oriental people. A large percentage of the population received grants from Public Assistance funds, and most families evidenced only partial intactness with the absence of the father being commonplace. The population of this community, particularly among the Negroes and Puerto Ricans, showed a high rate of transiency.

Although today, four years after the project's inception, the physical environment has begun to change, the population density of this area remains high - eighty-eight persons per net acre - approximately three to four times as high as the city average. The per capita income remains low - $3,900 a year - while the city's average income is $5,800 per year. Urban renewal has started to take hold and in the western sector of the project area, Temple University redevelopment and private purchase housing now occupy what was once either derelict housing or rubble.

The population of the community is essentially the same. Approximately seventy-five per cent is Negro; twenty-two per cent is Puerto Rican; and the remainder is white with a sprinkling of an oriental group, the Kalmucks. Transiency persists among a large segment of the population; however, stability is being evidenced in the western sector of the project area.

Although the shell of the community appears largely unaltered, changes in the core of the community and in the schools located therein have occurred in these past four years. The pulsation of these changes from within can be felt against the shell, and it is these observed changes that constitute the body of this report.

OBJECTIVES, ASSUMPTIONS AND PROPOSITIONS

The project objectives of the School-Community Coordinating Team focused upon three specific areas of concern:

1. The Child - his potential and his performance
2. The Educational Program - its structure and its substance
3. The Community - its assets and its liabilities

In the announced objectives, the program was directed toward:

1. The greater realization of individual pupil potential through:
    - improved academic achievement
    - behavioral and attitudinal changes leading to a more positive self-image
    - higher aspirational levels
    - activation of latent talent and development of appreciations
2. The evolution of a new educational program based upon:
    - careful investigation and understanding of the singular needs of the children
    - improved teaching techniques developed through an ongoing program of in-service education on school time
    - comprehensive structuring of language arts and arithmetic programs to realize a greater degree of academic achievement through better meeting the needs of the children
    - utilization of supportive personnel both on staff and to the school cluster to further the aims of the program

- extension of the school day, week and year to provide a fuller and broader base of experience for concept development

3. The revitalization of the immediate community of the school for an active, responsible role in the education of its members by:
   - increased interaction with families and other elements of the community
   - development of indigenous leadership

Definite assumptions determined the design and implementation of the pilot project, "The School-Community Coordinating Team." It was assumed that:

1. The same normal curve of intelligence holds for all ethnic groups and that children in schools of the encapsulated community are basically underachievers because of the lack of experiential supports.
2. Facility in the communication skills is critical to academic success at all levels of growth.
3. The most expeditious and effective means to cause change in the child is to provide a highly structured educational program, intensive in-service education of teachers, and specifically developed instructional materials.
4. To effect any lasting change, the home and the community both should be involved.
5. A lay member of the community, preferably a parent, could possibly be a more effective liaison between the home and the school than a professional social service agent.

The project proposed to test whether a program of compensatory education could be carried out under the following administrative conditions:

1. Utilization of whatever teaching personnel existed in the school regardless of the level of qualification.
2. No planned reduction in class size in highly overcrowded schools.
3. Utilization of existing physical plant facilities.

It is the intent of this report to describe what was done and how well the objectives, assumptions, and propositions were tested through an examination of what happened to the child, the school and the community of the School-Community Coordinating Team in the years 1960 through 1964.

CHAPTER II

SUPPORTIVE PERSONNEL

In carrying out a program of compensatory education in the Great Cities School Improvement Program project schools, it was found necessary to use existing services in new ways and to add supportive personnel and services not only to each school but also to the cluster of schools. An analysis of the activities of the new supportive personnel and of the ways in which the roles of existing personnel were changed follows:

SCHOOL-COMMUNITY COORDINATOR

An important assumption of the project was that attitudes and practices prevailing in the home and community directly affect the achievement and aspirational levels of the child in the school. In depressed areas positive changes must occur in the patterns of home and community living if the school is to realize its potential for enriching and broadening the perspective and raising the level of performance of most of its pupils. To facilitate interaction between school and community, the position of school-community coordinator was created for each school. This person was a carefully chosen lay member of the community who had previously demonstrated leadership qualities.

The coordinator in attempting to encourage positive patterns of change found it necessary, under the guidance of the principal, to engage in the following types of activities:

- To act as liaison between home and school. The coordinator had to become familiar with the philosophy and goals of the project and of the school which he served in order to be better enabled to interpret home to school and school to home.
- To encourage the participation of parents in school and project activities, meeting and planning with parent groups and also

working directly with parents in the home.

- To encourage the participation of parents in school and project activities, meeting and planning with parent groups and also working directly with parents in the home.
- To help discover and develop community leadership
- To meet new families of school-age children in the community and help with their orientation to the school and the project aims and goals.
- To survey the surrounding school area during the summer for families having incoming new pupils. Parents of entering kindergarten or first year children at the elementary level and incoming seventh grade pupils at the junior high school level are contacted. The coordinator acquaints them with the requirements and goals of the project school. When necessary, coordinators have even accompanied children to local health centers to see that necessary inoculations and vaccinations were obtained.
- To refer parents with particular problems to the proper school personnel. (i.e.-counselor, nurse, principal, etc.).
- To become familiar with the work and programs of community organizations, social agencies, rehabilitation centers, youth services, etc. in the community and city.
- To help organize conferences for parents to discuss home and school problems.
- To build a resource file of parent abilities and talents which might be used as a part of the school enrichment program or for community enrichment purposes.

- To organize parent sponsors, to take groups of children to cultural enrichment functions.
- To help to organize parent activities in order to provide cultural enrichment for the adults in the community.
- To keep the principal (and at request of same, the faculty) regularly informed regarding the plans, problems, and progress of the coordinators efforts and to keep a daily or weekly log of all activities.
- To file a copy of a schedule of activities weekly with the principal and the Curriculum Office.

BILINGUAL COORDINATOR

In schools having a large proportion of children coming from homes where Spanish is the major language, it was felt necessary to add an additional bilingual coordinator. He found it necessary not only to engage in all those activities specified as duties of the regular home-school coordinator but also:

- To act as interpreter for both the school and the Spanish-speaking community.
- To help orient newly arrived Spanish-speaking families to the services of both the school and the wider community.
- To seek out and utilize the Spanish-speaking leadership of the community in order to help organize this group for constructive community action.
- To help guide the school in methods and approaches to be used in communicating with the Spanish-speaking community.

- To translate into the idiomatic Spanish of the parents communications sent home from the school.
- To help the school staff and non-Spanish-speaking community to better understand the Spanish-speaking child, parent, and community.
- To help integrate the Spanish-speaking community into the life of the wider community.

THE LANGUAGE ARTS CONSULTANT

In working with the child of the grey areas of our great urban centers, many educators have long felt that the schools were dealing with a child whose performance, largely because of needs in the communications skills, lagged far behind true potential. A program attempting to raise achievement levels, therefore, had to consider ways of meeting these needs. For this reason the position of Language Arts Consultant was created. The consultant served the cluster of schools in the following areas:

- Curriculum Planning and Materials
  - The planning, with the advice of the principal, of the program and areas of experimentation in the language arts.
  - The preparation of curriculum materials for both teacher use and direct classroom use by children. (The materials were designed to facilitate the carrying out of the language arts program.)
- Teacher Training
  - Through in-service courses: on school time, at faculty meetings, at summer workshops.

- Through classroom demonstration and observation.

- Direction and Supervision of Language Arts Centers
  - Through in-service training of language arts teachers both at summer workshops and through the year.
  - Through assistance in setting up the language arts centers.
  - Through assistance in choosing of books and materials for the language arts center.
  - Through assistance in planning the specific program of each language arts teacher.
  - Through demonstration teaching for the language arts teacher.
  - Through the working out of record-keeping forms for the language arts teacher.
  - Through observation and supervision of the work of the language arts teacher.

THE ELEMENTARY LANGUAGE ARTS TEACHER

The position of language arts teacher (a released master teacher) in each school was created in an attempt to give each school a highly trained language arts resource person who would service both teachers and children. The language arts teacher, at the request of the principal, engaged in the following activities:

- Activities Involving Children
  - Providing an enrichment program for intermediate grade children who seemed potentially academically talented.

Their program included; an intensive functional and creative writing program; a highly structured literature program; a guided recreational reading program; a comprehensive program in grammar and correct usage, and a program of advanced study skills.

- Planning and carrying through a program designed to help, in a small group situation, young children who had spent at least a half year in school and had not begun to read or write. This program included: intensive work in listening and speaking; intensive work in auditory and visual discrimination; intensive work in reading readiness, and intensive work in beginning reading and writing.
- Planning, with the aid of the Language Arts Consultant, and carrying through a structured literature program which gave the children a worth-while learning situation while the teachers attended the in-service sessions.

- Activities Involving Teachers
  - Helping to coordinate the language arts program of the school.
  - Organizing and carrying through, with the help of the reading adjustment teacher, the structured literature program.
  - Demonstrating in classrooms and helping teachers with planning and actual classroom performances in all language arts areas.
  - Attending in-service training sessions with Language Arts Consultants.
  - Helping to improve the school reading program through: organizing a central book system with the help of the reading adjustment teacher; sharing with the reading adjustment teacher

the preparation and administration of the Group Informal Reading Inventories Testing Program, and teaching the faculty how to administer the Group Informal Reading Inventories.

- Analyzing and interpreting Informal Reading Inventories results for the school and helping in grouping the children after testing.
- Distributing appropriate books and other reading materials after the grouping of the children.
- Keeping anecdotal records on all children attending special classes in the language arts center. These records were made available to the regular classroom teachers in order to facilitate marking.

THE LANGUAGE ARTS TEACHER IN THE JUNIOR HIGH SCHOOL

The role of the language arts teacher in the junior high school differed greatly from that of her counterpart in the elementary school. Also servicing both children and teachers, she engaged in the following activities:

- Activities involving children
  - Providing an enrichment program for groups of seventh and eighth grade pupils of high academic potential, including taking them on trips for enrichment purposes.
  - Providing a literature program for the children of the common learnings classes while their teachers received in-service training from the Language Arts Consultant.
  - Planning and carrying through enrichment assembly programs for the student body.

- Activities Involving Teachers
  - Helping to coordinate the language arts program of the school by serving on the language arts professional committee.
  - Organizing the language arts center and making its materials (filmstrips, books, pictures, tape recorder, etc.) available to the English department and other departments.
  - Demonstrating in language arts techniques in classrooms for teachers, particularly in the social studies and science departments emphasizing reading in the content areas.
  - Participating in departmental and interdepartmental planning sessions when language arts planning was involved.
  - Carrying through demonstrations in areas covered by Language Arts Consultant in in-service sessions.

CONSULTING TEACHER

To help improve the quality of teaching, special help was provided for newly-appointed teachers, teachers returning to service, and to long-term substitutes by the appointment of supportive consulting teachers for them. In orienting the above mentioned personnel to the goals of the school system and of the project, the consulting teachers had to:

- interpret policies, practices, and instructional materials
- help in programming and planning
- teach and demonstrate techniques and procedures
- instruct in the use of visual aids and equipment
- instruct in the keeping and interpretation of school records
- help in the development of favorable classroom climate

- assist in ordering of books, supplies, and instructional aids
- suggest and accompany neophyte teachers on trips when necessary
- encourage cultural enrichment activities for teachers
- serve on planning committees, assist with workshops and lead discussion groups
- suggest and arrange for intracity school exchange programs
- have periodic consultations with principals
- prepare resource materials
- encourage continuing professional development of teachers
- aid in establishment of good relationships in school and community

ARITHMETIC CONSULTANT

Along with the basic needs in the communication skills, the child of depressed areas consistently shows a companion need in the computational skills. To help meet this need the position of Arithmetic Consultant was created. The consultant served the project elementary schools in the following areas:

- Curriculum Planning and Materials
  - Planning, with principals, the direction of and possible areas of experimentation in the arithmetic program.
  - Preparing curriculum materials and testing devices to be used in the project schools which would facilitate the carrying on of the arithmetic program.
  - Assisting in ordering books and instructional aids in arithmetic.

- Teacher Training
  - In-service training: on school time, at faculty meetings, and at workshops.
  - Classroom demonstration, observation, and program planning.
- Direction of Arithmetic Coordinators
  - Training of coordinators, at bimonthly meetings and at workshops.
  - Acquainting coordinator with new books and materials, especially those on the requisition lists, so that the coordinator could prove useful at ordering time.
  - Supervising the progress of the coordinators.
  - Demonstrating methods and techniques for coordinators

VOLUNTEER SERVICES

Parents of children in the project schools have proven a rich source of volunteer services. They have helped in clothing programs, after-school programs, office chores, health programs and have been used as resource persons in the classroom. However, other groups of volunteers have served the project, especially in the enrichment and after-school programs. Particularly useful have been the services of:

- university students
- retired teachers
- parents from the school community and other communities
- local business people
- local community services

- local recreational facilities

Note: The Division of School Extension also offered services that were useful to the project schools. Especially useful were the services of the Discussion Group Leaders, the Family Living Teachers, and the Homemaking Consultants.

CHANGED OR NEW ROLES OF STAFF PERSONNEL

Elementary School Project Coordinator

Some of the schools of the project used a staff person to coordinate the school's program of related activities. Where a coordinator existed, his role generally incorporated the following activities:

- Serving as chairman of the planning committee of his school.
- Planning team meetings, developing agenda, as leader.
- Coordinating all school and community activities related to the project.
- Serving as resource person to the principal in purchasing materials, securing special guests, and in planning assembly programs.
- Attending and participating in summer workshops, Saturday meetings, and other out-of-school project related meetings.
- Coordinating and providing leadership to the after-school and Saturday trip programs.
- Planning for periodic progress reports to principal, faculty and sometimes students and parents.
- Assisting the principal in an ongoing evaluation of the project.
- Planning with team for continuous orientation and motivation of staff and student body.

- Recognizing potential leadership in faculty and community and helping to develop it.

School Counselor

Procedures and services established in the Philadelphia Public Schools counseling program required little modification in order to adapt to the aims of the compensatory education program. However, the role of the counseling teacher became somewhat enlarged in the project schools as he found it necessary, besides his regular duties, to:

- become a member of the school team
- orient the staff (particularly the home-school coordinators) to an overview of the various functions and responsibilities of the school counselor
- acquaint school-community coordinators with the techniques of interviewing
- involve the Spanish-speaking coordinator in parental interviews where a Spanish-speaking interpreter was found necessary
- hold periodic conferences with the nurse and the school-community coordinator
- refer pupils and parents to proper personnel for special attention and service
- inform staff of school and community problems, discovered through counseling, which should be handled by concerted school effort and which would affect project goals.

The Reading Adjustment Teacher

In attempting to meet more fully the communication needs of the educationally disadvantaged child, the role of the reading adjustment teacher in the project schools has been changed. The reading adjustment teacher has become a partner of the language arts team. At the request of the principal, she has engaged in activities such as:

- Sharing responsibility with the language arts teacher for the literature program which is presented to the children while the teachers are participating in in-service training sessions.
- Sharing responsibility with the language arts teacher for the reading testing program and the post-test grouping.
- Sharing responsibility with the language arts teacher for organizing and operating a central book system.
- Working with a reading cycle group (where school was so organized).
- Helping teachers to plan reading programs and lessons.
- Demonstrating for and working with classroom teachers who need help in the teaching of reading.
- Becoming familiar with books and instructional aids on the requisition lists in order to be able to be of assistance at book ordering time.
- Attending in-service meetings with the language arts teacher held by the consultants when the reading program was the topic under discussion.

The Arithmetic Coordinator

To help meet needs in the computational skills, it was decided to develop a resource person in arithmetic in each school. A teacher on each staff was chosen to receive special training from the Arithmetic Consultant, and called the Arithmetic Coordinator. The duties of the Arithmetic Coordinator, at the request of the principal, included activities such as:

- Attendance at the meetings and workshops of the Arithmetic Consultant in order to become proficient in work and enrichment possibilities of all grades.
- To help in distribution of books and also new or experimental arithmetic materials being introduced by the consultant, and to become proficient in explaining or demonstrating use of same.
- To serve as chairman of professional arithmetic committee of the school and to help in planning school arithmetic workshops at the request of the principal.
- To be available for consultation and help to teachers desiring same.
- To be prepared to demonstrate new methods and techniques for teachers at the request of the principal.
- To become familiar with the varied texts and other instructional aids listed on the school requisitions in order to be able to be of assistance at the time when materials are ordered.

CHAPTER III

THE CHILD

INTRODUCTION

In the years following World War II, school administrators, faced with the changed student population created by the vast migrations begun during the war years, became aware of increasing numbers of children in the public schools who could not meet established levels of academic achievement. The superintendents of the fourteen major school districts of the nation found it necessary to organize to jointly attack the problem. The Great Cities School Improvement Program Research Council, established to study the problem, discovered that whereas in the 1940's one of ten children was classified as a slow learner, by 1960 the ratio had changed to one of three, and it was estimated that by 1970 this ratio would be one of two.

Paralleling the thinking that foresees a cumulative increase in the rate of failure to meet grade standards in the schools of our great urban centers has been a trend among professional people concerned with learning theory toward thinking of intelligence as "rather than being fixed at birth by genetic factors" emerging "as it is nurtured." It cannot be assumed, therefore, that because of cumulatively deteriorating scores on grade level tests, one-third of the students in the public schools of the great cities are retarded learners. It has to be assumed, rather, that the great majority of these students are underachievers. They are children who are educationally disadvantaged, largely unprepared for the formal educative process awaiting them.

The disadvantaged child comes to school lacking the motivational and experiential supports so vital to school achievement. Ideally, the home provides the motivational forces, the rich and varied experiences, the language background to be developed with the experience, the warmth, understanding and depth of expectation and aspiration that produces the child who comes to school ready and willing to achieve. The disadvantaged child comes to school from the home generally characterized by:

- High degree of family mobility
- Low degree of home motivation
- Below average health conditions
- Disoriented family patterns
- Low socioeconomic solvency
- Low degree of cultural stimulation
- Poor language facility
- Few of the experiential supports necessary for school achievement

The child of our project schools, at the outset of the program, was truly representative of the national prototype. He was, by the time he reached the sixth grade, performing on an average of two to two and a half years behind the city average in reading and arithmetic; a statistic that supports the Krugman study[1] of children in East Harlem who showed a similar rate of deterioration by the sixth year. Our children also showed a comparable rate of deterioration on the Philadelphia Verbal Ability Test. Once again, the performance of our children matched the rate of regression shown in the Krugman study.

Reading experts agree that for a child to go easily into reading, he should enter school with an active vocabulary of from 2,500 to 8,000 words and a passive vocabulary of approximately 18,000 to 23,000 words. Many of the project children brought to school far less than the 500-word vocabulary that the average three-year-old has at his active command. The above-

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1. Krugman, M. 1961, The Culturally Deprived Child in School, NEA Journal, 50, 22-23

mentioned children often did not have labels for many of the common objects and activities of the world around them. They had very little pre-reading book experience and had little adult support in building the sense of syntax needed for success in beginning reading. The child often did not know his full name, his address, or his mother's surname. He recognized few or no letters of the alphabet and often had never experienced the ordinary language learning experiences such as going on a trip or going to a library, a museum, or the zoo. He had often never been to the country or the seaside. His life had been spent almost entirely within the confines of the disadvantaged community.

The child in the project schools was frequently the victim of high family mobility. During a school year in one project school, admissions numbered 690 and dismissals numbered 540. Thus, in a school of approximately 1200 students, there were 1230 admissions and dismissals. Often, however, the same families would move in and out of a project neighborhood several times in a school year. Rate of turnover, although high, never represented one hundred per cent. Evaluation of the results of any program of compensatory education must take into consideration the factor of mobility, a factor which in three of the project schools loomed extra large because of urban renewal.

MEASURES OF PUPIL POTENTIAL

At the outset of the program in October 1960, the fourth and sixth grade classes of the three project elementary schools were tested, using the Lorge-Thorndike Intelligence Test, Level 3, Form A, Non-Verbal Battery.

In December 1963, seventy-nine children of the original fourth grade test population were located and retested, using the Lorge-Thorndike Non-Verbal

Test, Level 4, Form A. These seventy-nine children had remained in the project elementary schools in the intervening years between the tests and were now in either the project junior high school or the other receiving junior high school. Table I indicates the results of both tests.

79 ss 4th gr. + JHS test'g

TABLE I: LORGE-THORNDIKE NON-VERBAL TEST RESULTS

Test	Year	I.Q. Range	Mean Non-Verbal I.Q.
LT Level 3 Form A	1960	57-118	81
LT Level 4 Form A	1963	60-121	88

The Median I.Q. in 1960 was 77, while in 1963, the median was 87.

The results of the Lorge-Thorndike test, although admittedly based on a small sample, seem to indicate growth in I.Q. performance. These results have significance in that they refute the normal pattern of deterioration of I.Q. performance among disadvantaged children.

In Philadelphia, a measure of pupil potential can be judged for groups of children by examining the expectancy indices given for particular school populations based upon computed expectancy curves. The expectancy curves are developed from a composite analysis of verbal ability performance in second and sixth grade over a period of six years, the average mid-score performance of the 200 elementary schools of the city in the basic subject areas, and the inclusion of an acceleration or retardation factor. The change in the school expectancy index, then, suggests a change in the over-all measure of potential to achieve. An examination of one area, reading, a skill closely allied to verbal ability measurement, demonstrates the expectancy-achievement story well in Table 2. The schools used are the original three elementary schools of the project.

TABLE 2: EXPECTANCY-ACHIEVEMENT PERFORMANCE IN READING

School	1961 Expectancy	1961 Achievement	1964 Expectancy	1964 Achievement
X	5.9	5.4	6.1	6.2
Y	6.0	7.0	6.9	7.2
Z	6.3	6.6	6.8	6.8

The average expectancy index for the three schools combined moved from 6.0 in 1961 to 6.6 in 1964. The average achievement index for the three schools combined moved from 6.2 in 1961 to 6.7 in 1964.

Table 3 presents a comparison of the project schools' performance with that of the city and the district.

TABLE 3: EXPECTANCY-ACHIEVEMENT COMPARISON WITH THE CITY AND DISTRICT

	City		District		Project	
	Expectancy	Achievement	Expectancy	Achievement	Expectancy	Achievement
1961	7.9	7.9	6.6	6.9	6.0	6.2
1964	8.1	8.1	7.1	7.0	6.6	6.7

It is apparent that the project schools have not only raised their expectancy index during the years that the program has been in operation, but in each case their achievement index either matched or surpassed their expectancy index. This is slightly better than the pattern of performance evidenced by the city or the district as a whole.

Of great interest and concern to the project leaders was the matter of change in I.Q. effected during the program's tenure. A comparative analysis of the second and sixth grade I.Q. scores based upon the Philadelphia Verbal Ability Tests was made on 192 cases of children who had remained in any of the six project elementary schools since the inception of the program. This study indicated that the mean I.Q. at the end of the second grade was 95.2. At the end of the sixth grade, the mean had changed to 93.4. The median in both tests remained the same, 93.

Although the change in mean would appear to indicate a deterioration in I.Q., the story presented by the data is most encouraging when we compare it with the degree of deterioration attributed to the child of this kind in the literature. Krugman's[2] research indicates that the progressive deterioration of I.Q. is at a rate of 17 points over a six year period. If this could be averaged, it would mean a deterioration of 2.8 points per year.

The deterioration shown in the comparison of I.Q. by Philadelphia Verbal Ability was 1.8 points over a four year period. If this could be averaged, it would mean a deterioration of .45 points per year, a deterioration well below what is commonly associated with the child of cultural disadvantage. It would seem to suggest that the program has had a definite effect on the over-all learning ability of the child.

MEASURES OF PUPIL ACHIEVEMENT

One of the major objectives of the program has been the improvement of academic achievement, particularly in the area of the language arts since emphasis was placed in this area. In determining the effectiveness of the program on the performance of the child, three kinds of evaluative criteria have been used:

1. Academic growth as reflected in scores of city-wide tests prepared by the Division of Educational Research of the School District of Philadelphia.
2. Growth in reading skills as reported by the semiannual test program using the Group Informal Reading Inventory.

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2. Ibid

3. Informal evaluative judgments based on teacher observation and performance on teacher-made tests.

ACADEMIC GROWTH ON CITY TESTS

The Division of Educational Research of the School District of Philadelphia has cooperated with the project by a continuing study of the comparative performance of the project children with selected control schools' performance on city-wide tests administered annually and semiannually. At the end of the school year 1964, the over-all comparisons indicated that the children of the Great Cities School Improvement Program elementary schools performed at a level slightly better than their control schools.

The evaluation shown in Tables 4 and 5, developed and submitted by the Division of Research, shows the relationship between gains or present status of the six Great Cities School Improvement Program schools as compared with gains or present status in eight selected control schools.

Table 4 shows twelve comparisons in eight subject areas. The data indicates that in the Great Cities School Improvement Program schools an average yearly gain was .096 grade score units greater than their eight control schools.

Table 5 shows gains in arithmetic number facts from September 1961 to February 1964. The gain for the Great Cities School Improvement Program schools in this area was 14.8% points as compared with a gain in the control schools of only 11.4% points.

TABLE 4: COMPARISON OF SIX SCHOOLS IN THE GREAT CITIES SCHOOL IMPROVEMENT PROGRAM AND EIGHT CONTROL SCHOOLS

Table shows Great Cities Program gains and superiority of gains based on averages from school summaries.

Subject	Grades	Years Between Tests	Total Gain (Grade Scores)	Gain Per Year	Superiority of Yearly Gain
Reading	2 to 4	1.8	1.52	.84	.10
	3 to 5	1.8	1.60	.89	.05
	4 to 6	1.9	1.55	.82	.01
Spelling	3 to 5	2.4	2.25	.94	.14
	4 to 6	2.4	2.67	1.11	(-.07)
Arithmetic Fundamentals	3 to 5	2.5	2.11	.84	(-.01)
	4 to 6	2.5	2.70	1.08	.01
Arithmetic Problems	3 to 5	2.0	1.80	.90	.08
Graphs	5 to 6	.9	.85	.94	.16
Maps	5 to 6	.9	.57	.63	.02
Locating Information	5 to 6	.8	.99	1.24	.26
English Usage	5 to 6	.8	.90	1.13	.40
				Average	.096

Division of Educational Research
July 29, 1964

TABLE 5: ARITHMETIC NUMBER FACTS

Percentage of pupils with 30 to 40 examples correct

	September 1961	February 1964	Change
Grade 5			
City	18.2	34.0	+15.8
Six Great Cities Schools	15.2	30.0	+14.8
Eight Control Schools	12.8	24.2	+11.4
Grade 6			
City	36.5	51.0	+14.5
Six Great Cities Schools	24.4	46.0	+21.6
Eight Control Schools	23.2	36.3	+13.1

Division of Educational Research
July 19, 1964

RAISING THE LEVEL OF ACHIEVEMENT

The informal reading inventory has been recognized for some time as an effective tool for estimating reading levels of children. Philadelphia has varied the classical individual informal reading inventory[1] by creating the group informal reading inventory. This latter method was used in testing the project children prior to grouping them for reading instruction.

In midwinter of the first year of the project, every child in the original group of schools was tested. At the conclusion of this initial testing period it was evident that upper grade teachers were facing a tremendous range of reading levels in their classes. One sixth grade was found to contain youngsters reading at every level from readiness to Book Six, with very

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1. Betts, Emmett, Foundations of Reading Instruction, American Book Co., N. Y., 1946.

few of the children reading at grade level. It was apparent, therefore, that some form of grouping would be necessary in order to narrow the range and make effective teaching possible. Instruction was, therefore, given to reasonably homogeneous groups, although varied methods of organizing and scheduling these groups were used.

All testing was accomplished by a trained team consisting of the language arts teacher, the reading adjustment (remedial reading) teacher and, when possible, the language arts consultants. Testing was undertaken school-wide at least twice a year. When testing was completed, reading groups were reorganized and instruction continued. Individual classes or children could be retested at any time at the request of the teacher. Records were kept of all the testing and over the years, despite the ever present problem of family mobility causing an unusual rate of pupil turnover, these results show an interesting picture of growth.

The schools are divided into two groups; those which were with the project when it began in the year 1960-1961, and those which entered the project one year later. For the first group we have scores showing a three and one-half year period of growth. We have scores showing a two year period of growth for the second group. The tables for both groups of schools show certain definite trends: the gradual disappearance of nonreaders, mid-scores moving closer to average and the emergence of an increasing number of grade level and above level readers. Scores from which these trends were deducted follow:

READING INVENTORY SCORES - GRADES 4, 5 and 6 - SCHOOL X

	R	PP	P	1^2	2^1	2^2	3^1	3^2	4^1	4^2	5^1	5^2	6^1	6^2	7^1	7^2	8^1	8^2	TOTAL
FEB. 1961		32	38	31	32	24	38	27	32	7	47	-	10	0	0	0	0	0	318
JUNE 1961	2	9	17	37	30	23	22	10	60	-	53	-	30	0	0	0	0	0	293
JUNE 1964	1	5	4	5	13	26	44	28	54	-	52	-	37	-	34	0	13	-	316

AT THE LOWER LEVELS

FEB. 1961 - There were 101 children reading 1^2 or below with 70 reading Primer or below. Thus, 32% of the children in Grades 4, 5 and 6 were reading Primer or lower.

JUNE 1961 - There were 65 children reading 1^2 or below with 28 reading Primer or Preprimer. Thus, 22% were reading Primer or below.

JUNE 1964 - There were only 15 children reading 1^2 or below with 10 reading Primer or below. Thus, only 4.7% of the children in Grades 4, 5 and 6 were reading Primer or lower.

AT THE UPPER LEVELS

FEB. 1961 - There were only 10 Book Six readers and no child reading higher. Only 3.1% of the children in Grades 4, 5 and 6 were reading a Book Six. (There were none at a higher level.)

JUNE 1961 - There were 30 Book Six readers - none higher. At this time 10.2% were reading Book Six. There were still none at higher levels.

JUNE 1964 - There were 37 Book Six readers or 11.6% reading at Book Six level. There were 34 Book Seven readers or 11.1% reading at Book Seven, and 13 Book Eight readers or 4.1% reading at an eight level.

This made a total of 26.8% reading at Book Six or better levels showing a 16.6% increase of pupils at the upper levels between June 1961 and June 1964 and the emergence of a group of potentially academic children.

MEDIAN BOOK LEVELS

FEB. 1961 - 3^1
JUNE 1961 - 3^2
JUNE 1964 - 4^1

Note: The average book level for Grades 4, 5 and 6 would be five. At the initial testing the children in the Great Cities School Improvement Program reflected national patterns for disadvantaged children. They showed two or more years of underachievement in reading. The June 1964 scores in the project schools show that we had reversed the trend toward cumulative deficit. At that time the schools had moved one year or more closer to average. The median book level of four reflects just an average of one year of underachievement.

READING INVENTORY SCORES - GRADES 4, 5 and 6 - SCHOOL Y

	R	PP	P	1^2	2^1	2^2	3^1	3^2	4^1	4^2	5^1	5^2	6^1	6^2	7^1	7^2	8^1	8^2	TOTAL
FEB. 1961	8		11	27	17	14	31	30	33	31	41	0	1	0	0	0	0	0	244
JUNE 1961	0	4	6	20	18	5	17	27	19	21	13	32	3	27	3	0	0	0	215
JUNE 1964	0	1	3	15	13	23	20	26	21	44	23	19	8	7	11	7	5	21	266

AT THE LOWER LEVELS

FEB. 1961 - There were 46 children reading 1^2 or below with 21 reading Primer or Preprimer. Thus, 18.8% were reading 1^2 or below.

JUNE 1961 - There were 30 children reading 1^2 or below with 10 reading Primer or Preprimer. Thus, 13.9% were reading 1^2 or below.

JUNE 1964 - There were 19 children reading 1^2 or below with 4 reading Primer or Preprimer. Thus, only 7.1% were reading 1^2 or below. Again, we see the trend toward elimination of nonreaders in the upper grades.

AT THE UPPER LEVELS

FEB. 1961 - There was just one child reading Book Six. None were reading above this level. Thus, just .4% or less than 1% of the children in Grades 4, 5 and 6 were reading at Book Six level. No one was reading higher.

JUNE 1961 - There were 30 Book Six readers and 3 Book Seven readers. There were no readers at higher levels. Thus, 15.8% were reading at levels six or seven.

JUNE 1964 - There were 15 Book Six readers or 5.6%. There were 18 Book Seven readers or 6.1%. There were 26 Book Eight readers or 9.7%. Thus, we had a total of 21.4% of the fourth, fifth and sixth grade children reading at Books Six, Seven, and Eight with 9.7% of them reading Book Eight. The 9.7% reflects the emergence of a group of academically able children.

MEDIAN BOOK LEVELS

FEB. 1961 - 3^2
JUNE 1961 - 4^1
JUNE 1964 - 4^2

READING INVENTORY SCORES - GRADES 4, 5 and 6 - SCHOOL Z

	R	PP	P	1^2	2^1	2^2	3^1	3^2	4^1	4^2	5^1	5^2	6^1	6^2	7^1	7^2	8^1	8^2	TOTAL
FEB. 1961		37	35	29	36	27	45	25	27	40	46	5	21	0	0	0	0	0	373
JUNE 1961					4TH and 5TH GRADE SCORES ONLY*														
	1	5	16	26	22	25	17	26	14	19	16	10	24	0	0	0	0	0	251
JUNE 1964	0	1	3	17	20	38	53	54	54	44	29	6	23	4	16	6	5	3	376

AT LOWER LEVELS

FEB. 1961 - There were 101 children reading Book 1^2 or below with 72 reading Primer or Preprimer or below. Thus, 26.8% of the fourth, fifth and sixth grade children were reading 1^2 or below.

JUNE 1964 - There were just 21 children reading Book 1^2 or below with just 4 reading Primer or Preprimer. Thus, just 5.5% of the intermediate grade children were reading 1^2 or below with only 1% reading below. This still bears out the trend toward the disappearance of nonreaders in the upper grades.

* **Note:** Reading cards for the first June were sent to the junior high school and later scores proved unobtainable.

AT UPPER LEVELS

FEB. 1961 - There were 21 children reading a 6^1 book - none above. Thus, only 5.2% of the fourth, fifth and sixth grade children were reading a Book Six with no one reading at a higher level.

JUNE 1964 - There were 57 children reading a Book Six or above with 22 reading Book Seven or Book Eight. At this time, 15.8% of the intermediate grade children were reading at six or better levels with 5.9% of them reading at Book Seven and Book Eight levels, reflecting again the emergence of the potentially academic child.

MEDIAN BOOK LEVELS

FEB. 1961 - 3^1
JUNE 1961 - 3^2
JUNE 1964 - 4^1

READING INVENTORY SCORES - GRADES 4, 5 and 6 - SCHOOL A

	R	PP	P	1^2	2^1	2^2	3^1	3^2	4^1 4^2	5^1 5^2	6^1 6^2	7^1	7^2	8+	TOTAL
JUNE 1962	17	86	60	60	80	92	57	78	104	70	86	8	0	0	796
JUNE 1964	3	52	22	71	75	75	81	50	87	101	66	27	19	14	743

AT THE LOWER LEVELS

JUNE 1962 - There were 223 children at 1^2 or lower book with 17 nonreaders, 147 still in Primer or Preprimer. Thus, 28% of the children in Grades Four, Five and Six were reading at book level 1^2 or below with 18% reading Primer or below.

JUNE 1964 - There were 148 children reading 1^2 or lower with 3 nonreaders and 74 still in Primer or Preprimer. Thus, 19.9% were reading 1^2 or below with about 9.9% reading Primer and below.

AT THE UPPER LEVELS

JUNE 1962 - There were just 94 children reading Book Six or higher with 86 reading Book Six and 8 in Book Seven. Thus, there were 12.6% of the intermediate grade children reading Book Six or better with just 1.9% reading a Book Seven.

JUNE 1964 - There were 126 children reading Book Six or higher with 46 in a seven and 14 in Book Eight. Thus, 18.3% were reading Book Six or better with 8% in Books Seven and Eight. Again, we see the emergence of a group of the academically able.

MEDIAN BOOK LEVELS

JUNE 1962 - 2^2
JUNE 1964 - 4^1

READING INVENTORY SCORES - GRADES 4, 5 and 6 - SCHOOL B

	R	PP	P	1^2	2^1	2^2	3^1	3^2	4^1	4^2	5^1	5^2	6^1	6^2	7^1	7^2	8+	TOTAL
JUNE 1962	1	2	13	23	56	3	33	9	41		31		34		6	0	0	252
JUNE 1964	0	1	3	19	16	10	25	31	23		36		39	1	18	5	15	234

AT THE LOWER LEVELS

JUNE 1962 - There were 39 children reading 1^2 or below with 16 children in Primer or Preprimer or below. Thus, 16.2% of the intermediate children were reading 1^2 or below with 6.3% reading below.

JUNE 1964 - There were 23 children reading 1^2 or below with only 4 in Primer or Preprimer. At this time 9.8% were reading 1^2 or below with just 1.7% reading below. This change for the better happened in a school that underwent a tremendous influx of Spanish-speaking children during this period.

AT THE UPPER LEVELS

JUNE 1962 - There were 40 children reading Book Six or better with 34 of them reading Book Six and 6 reading Book Seven. There were no children reading Book Eight. Thus, 17% of the children in Grades 4, 5 and 6 were reading Book Six or better with just 2.5% reading Book Seven.

JUNE 1964 - There were 78 children reading Book Six or better with 40 children reading Book Six, 23 reading Book Seven and 15 reading Book Eight. Thus, 33.3% of the intermediate children were reading Book Six or better with 16% reading Book Seven or Eight, reflecting again the emergence of an academically able group.

MEDIAN BOOK LEVELS

JUNE 1962 - 3^1
JUNE 1964 - 4^1

READING INVENTORY SCORES - GRADES 4, 5 and 6 - SCHOOL C

	R	PP	P	1^2	2^1	2^2	3^1	3^2	4^1	4^2	5^1	5^2	6^1	6^2	7^1	7^2	8+	TOTAL
JUNE 1962	4	12	7	13	14	15	13	17	7	10	13	0	36	0	21	0	0	182
JUNE 1964	2	3	2	9	16	13	15	23	17	24	11	21	5	10	11	16	11	207

AT THE LOWER LEVELS

JUNE 1962 - There were 36 children reading 1^2 or below with 23 reading Primer or below and with 4 nonreaders. Thus, 19.7% of the upper grade children were reading at 1^2 or lower.

JUNE 1964 - There were 16 children reading 1^2 or below with 7 reading Preprimer and 2 nonreaders. At this time, just 7.7% of the intermediate children were reading 1^2 or below - a positive change of 12%.

AT THE UPPER LEVELS

JUNE 1962 - There were 36 Book Six children and 21 in Book Seven - none higher - or 31.3% in Books Six or Seven with 11% of these in the Seven.

JUNE 1964 - There were 15 Book Six children, 27 Book Seven and 11 Book Eight children. At this time, there were 26.7% reading Book Six and above with 20.8% reading Books Seven or Eight. Again, we see the emergence of the potentially academic group despite a radical turnover of faculty (one teacher remains in the upper grades who was with the project for the full three years) and pupils (School C is at present undergoing a strong influx of Spanish-speaking pupils). Here, as in all the schools of the project, the existence of an enrichment group in the hands of the highly trained and capable language arts teacher permitted the academically potential to bloom.

MEDIAN BOOK LEVELS

JUNE 1962 - 3^2
JUNE 1964 - 4^2

At the junior high school level a similar growth trend was seen in an experimental remedial reading group. The fifteen children chosen for the experiment were from among those who would not ordinarily be eligible for remedial reading. They were so-called "poor risks," having very low verbal ability and reading scores. Of the original group, six remained in the school for the full three years. Their scores follow:

CITY READING TEST SCORES				INFORMAL READING INVENTORY			
PUPIL	1961	1962	1963	PUPIL	1961	1962	1963
A	7	12	13	A	2	2	5
B	7	12	12	B	2	3	5
C	7	11	12	C	2	2	5
D	7	10	13	D	4	5	5
E	7	11	14	E	3	5	5
F	7	12	12	F	2	5	8

Note: Seven is the lowest possible score in the sixth grade reading test. Fourteen is standard score for Grade Seven.

A Book Two reader in our secondary schools is a potential dropout. There is very little available in interesting learning materials for him. A Book Five reader can manage the vast array of modified materials appearing today. A Book Eight reader can, with a little further help, manage in the regular materials and classes. This table, too, shows the definite trend toward betterment that was shown in the scores of our elementary schools and a reversal of the usual pattern of cumulative deterioration usually seen in the junior high school underachiever.

TRENDS AT THE BEGINNING YEARS

An even more positive trend can be seen in the arithmetic and reading city test scores of our first year children. Our first year children in 1963 and 1964 averaged better scores than did our second year children in 1961.

FIRST YEAR AND SECOND YEAR CITY TEST COMPARISONS

READING

	1961	1963	1964
SCHOOL	YEAR 2	YEAR 1	YEAR 1
X	3	4	4
Y	5	4	4
Z	1	3	3
Average	3.0	3.7	3.7
A	4	3	3
B	4	3*	5
C	1	3	2*
Average	3.0	3.0	3.3

ARITHMETIC

	1961	1963	1964
SCHOOL	YEAR 2	YEAR 1	YEAR 1
X	3	3	4
Y	4	5	4
Z	3	3	4
Average	3.3	3.7	4
A	3	3	3
B	5	3*	4
C	4	3	4
Average	4	3	3.7
TOTAL AVERAGE	3.6	3.8	3.8

* This year represents year of greatest pupil turnover and change in school population.

The exciting progress shown on the preceding page was achieved despite large classes, an undue proportion of substitute teachers, and a high rate of pupil and faculty turnover in our project schools. We feel that had adjustments been made both in class size and faculty population, even greater gains could have been achieved.

SELECTED RESEARCH

Selected research was scheduled to examine two areas of concern: modification of learning pattern and retention or improvement of learning pattern once the child was removed from the structured environment of the project school. ✓

MODIFICATION OF LEARNING PATTERN

An analysis of the learning pattern of a selected group of project children who had progressed to a non-project junior high school was made to ascertain what effect, if any, the changed environment would have on the pattern established at the end of the elementary school program. The device used to yield an index of performance pattern was an overlay grid developed by the Division of Educational Research, School District of Philadelphia (Appendix A). The overlay grid is designed to be placed over the graph portion of the cumulative record used by the School District (Appendix A). All standard test scores of the City Testing Program are recorded on the graph portion of the cumulative record. In addition, the age line cutting diagonally across the graph indicates the level at which the normal moving child is expected to perform. By placing the grid over the record, an index of performance is gained by distributing equally above and below the dark blocks of the grid the recorded scores.*

In the study, fifty-five cases of children from a project elementary school were located in the eighth grade of a non-project junior high school.

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* A performance index of 0 indicates normal growth. A performance index of + or - indicates better than normal or below normal growth. See Appendix B

For comparison purposes, a group of sixty cases of children from comparable non-project elementary schools was located. For ease of reference, the project children will be referred to as Group P and the non-project children as Group N.

At the end of the eighth grade, the mean I. Q. of both groups based on the Philadelphia Verbal Ability Test was:

Group P: 88.84
Group N: 94.18

The control Group N had a superior average I. Q. and a narrower range than the Group P.

An analysis of the learning pattern of each group at the end of the sixth grade indicated a performance index of:

GROUP	MEAN	MEDIAN
P	-1.41	-1
N	+.333	0

At the end of the eighth grade, the study indicated the following changes in the performance index:

GROUP	MEAN	MEDIAN
P	-1.54	-1
N	- .35	-1

When we examine the results carefully we note that both groups failed to maintain their pattern of performance. This may be charged to the effects of acclimation and adjustment to the junior high program and the plateau of performance usually experienced by adolescents. However, it is significant to note that the project children more closely maintained their pattern than the non-project children. The index of loss for both groups was as follows:

GROUP	MEAN LOSS
P	-.181
N	-.683

This seems to indicate that although the project children were at a lower point in the I. Q. scale, the pattern of performance established during their participation in the project program held with a greater degree of firmness than the pattern of the non-project children.

RETENTION OF PATTERN

A study of the retention of pattern upon transfer to a non-project elementary school was programmed in April 1964. Thirty-five cases were located of children who met the following criteria:

1. The child had to have been in a project school for at least two years.
2. The child had to have transferred to a comparable non-project school and to have remained in that school for at least one year.

An analysis of the child's performance based on city test scores yielded the following data:

- 18 children improved their pattern of performance.
- 10 children maintained their pattern of performance evidenced at transfer.
- 7 children regressed in their pattern of growth.

These findings and the results of the study cited earlier at the junior high school level seem to suggest that gains made during the project years are firm enough to hold even when the learning environment has changed.

ATTITUDINAL AND ASPIRATIONAL CHANGE

Loren Eisley in An Evolutionist Looks at Modern Man has said, "Family life is a fact that underlies everything else about man - his capacity for absorbing culture, his ability to learn - everything in short that enables us to call him human." Thus, too, the most conspicuous factor in the development of an individual's social values and aspirations appears to be his home and his family. The imitation of desirable models seems to be the most common vehicle of internalization. When, however, the social environment offers models that frustrate rather than nurture values for self and self-worth and militate against the social values of the broader community, it becomes increasingly incumbent upon the school and other agencies of the society to provide the means by which the values and desirable models of behavior can be recognized and internalized.

Research seems to indicate that the individual who comes from an encapsulated environment has been exposed to:

- a predominance of unemployment, particularly among males
- an overdependence upon public assistance
- a grass roots philosophy of "making it" on luck
- a generally inadequate concept of self or value of self
- a different value system than that of the mainstream of society
- a limited horizon of aspiration in terms of vocational or economic success

At both the elementary and junior high school levels, extensive programs of intragroup education and activities were implemented to present desirable adult models of behavior and to raise aspirational levels beyond those held by the child's immediate social environment.

The following programs and activities are typical of those brought to the project schools:

Activities

Career Conferences

Folk festivals emphasizing native music, art, dress, food and customs

Parent talent shows

Parent art exhibitions

Professional dramatic, art and musical presentations

Pre-vocational exploration - classes utilizing guest speakers and trips by students

Series of discussions on Puerto Rico lead by a Puerto Rican exchange teacher

Music, dance and folk art demonstrations by Puerto Rican students

Special assemblies and classroom programs utilizing intergroup agencies such as the Fellowship Commission, Fellowship House, and the Y.M. & Y.W.C.A.

Visitation and exchange programs with other schools

Special bulletin board displays to emphasize the contributions of the Negro and the Puerto Rican to American life, history, culture and science

Extensive trip program to places of cultural, historical, and vocational interest

Participation of students in radio, television, and university programs

Extensive display of student art work in school halls and community centers

Abundant opportunity for students to perform at school and community affairs

Development and use of a brochure "Biographic Briefs" which summarizes the contributions of American Negroes to the life, culture, and development of our country.

Special Guests

Representative workers from all fields - professional, service, business, labor, and recreation. (As often as possible, parents and community adults were chosen to speak with the children.)

Former students of the schools who were preparing for careers or who had recently entered upon their careers.

To ascertain what effect, if any, the program had on attitudes and aspirations of these children, selected classes of sixth, seventh, eighth and ninth grade students were asked to respond to an attitudinal inventory. Two hundred and fifty sixth grade students and 176 junior high school students responded to the items of the inventory (Appendix C).

The inventory was designed to yield information on:

- vocational aspirations
- educational aspirations
- immediate school aspirations
- peer group values
- family aspirations and values for the child

Through the inventory items we hoped to learn what our children expected to contribute to society, expected for themselves, what they valued in others, and how well they understood what was involved in realizing a particular aspirational level, particularly in the area of vocational aspirations.

When asked what they considered to be their major purpose in life, approximately 50% of the respondents cited purposes related directly to vocational pursuits and gaining productive employment. Twenty per cent felt that responsible citizenship was the major purpose in life. The major portion of this 20% was found in the responses of the junior high school children indicating a rather mature commitment to the concept. About 14% of the pupils indicated that service to others was most significant. The remaining 16% of the respondents had no judgment on the matter.

It is interesting to note that in this single item, the attitude reflected is one of responsible commitment. The literature has reported repeatedly that one effect of encapsulation is the evolution of an attitude of detachment and non-involvement.

Analysis of the factors that the child felt had the greatest effect in conditioning his statement of major purpose in life indicated that 45% of the respondents attributed the most significance to the family's encouragement. Thirty-eight per cent attributed their choice to the planned programs of intragroup education and trips, and 13% gave direct credit to teacher interest. The remainder of the respondents could not identify a factor they considered most significant. Fifty-one per cent of the group then gave credit directly to the in-school efforts of the program.

Educationally, most of the students view the terminus of their education beyond the high school. Fifteen per cent plan to attend business or trade schools, 85% expect to finish high school and 45% of this latter category plan to enter college. A high correlation was found between the student's educational aspiration and what he felt were his parents' aspirations for him. Ninety-three per cent of the pupils stated that their parents expected them to finish high school. Of this number, 46% stated their parents wanted them to go to college. Seven per cent stated their parents wanted them to go to business or technical schools and 32% stated their parents wanted them to finish high school and get a job.

When questioned about how much consultation and tangible preparation for the future had taken place between the parent and the child, 45% of the elementary school children and 85% of the junior high school children indicated that such discussions had ensued. Twenty per cent of the elementary and 33% of the junior high students indicated that their parents had set aside funds or insurance programs for educational expenses.

The vocational aspirations of the respondents fell into the following breakdowns. Fifty-three per cent expect to enter the professions, 14% expect to be office workers, 12% expect to enter one of the trades, 4% would like to enter civil service, 4% expect to join the Armed Forces, 5% recorded housewife, 2% wanted to be in business, and 4% expressed no vocational aspiration.

When questioned to ascertain whether or not the respondent knew what his stated vocational aspiration involved in terms of training, 62% of the respondents indicated knowledge of the training involved. These responses were in complete agreement with the stated expectation. Twenty-six per cent gave responses that were general and could not unreservedly indicate complete understanding of the specific hurdles involved in reaching the expectation. Four per cent of the replies were in conflict with the stated expectation and 9% did not reply.

It is interesting to note that 62% and some percentage of the stated 26% did have real understanding of their vocational goals. This would seem to indicate that the school program of making these children aware of vocational levels of aspiration and the qualification criteria involved in reaching the vocational level has been successful.

In the area of immediate school success, the children were asked to identify three factors they felt were necessary for success in the next higher school. Ninety-seven per cent of the children responded to the item. Their responses showed that 86% felt good work habits, cooperation, personal effort and self-discipline were most needed to succeed. Eleven per cent felt that luck was factor in success. Of the 87%, about 33% of the respondents listed work habits as the single most important factor. These responses are certainly indicative of a shift from the grass roots philosophy of "making it" on luck to a more positive attitude of personal commitment to a task.

When asked about what they wanted most out of school, 40% cited high marks (academic success), 10% indicated good citizenship, 10% leadership ability, 10% good work habits, and 20% increased learning of the world. Eight per cent stressed getting along with others and only 2% mentioned having fun.

In the area of peer group relations and aspirations, the greatest value was placed on personality traits of group compatibility. The boys valued peer relationships in the following breakdown:

- Personality traits of dependability - 47%
- Acceptable behavior - 25%
- Friendship - 21%
- No response - 7%

The girls valued peer relationships as follows:

- Personality traits of dependability - 34%
- Acceptable behavior - 43%
- Friendship - 21%
- No response - 4%

In response to an item on what the students rejected among peers, 85% of the group expressed some factor related to nonconforming behavior or poor personality traits. Fifteen per cent of the respondents did not answer the item.

The traits identified as objectionable by boys were dishonesty, disloyalty, bullying, selfishness, showing off and talking too much.

The girls identified as objectionable poor manners, belligerence, being "two-faced," and expressions of superiority.

When asked to evaluate their status among their peers, 23% of the group did not respond to the item. However, of the remaining 77% who did respond, 90% felt their acceptance by their peers was dependent upon personal appearance and personality strength. Several elementary boys felt that others accepted them because of "their money." This latter response is a rather interesting burr to stimulate some further investigation.

DISCOVERY OF LATENT TALENT

One of the commonly cited misconceptions about children of limited background is that they possess little talent and have little drive or interest to develop special productive talents.

A basic assumption of the project was that these children have many latent talents and that the meager evidence of talent is a result of lack of opportunity rather than absence of ability or interest.

Opportunities for enrichment and for the discovery of latent talent were provided through both the daily school program and the extensive after-school program. The program of organ instruction made available in the elementary and junior high schools has discovered some very talented young artists. Three children who had never had any formal musical training prior to the project were awarded organ scholarships to one of the city's leading music schools. One of these children has composed a number of fantasias and short compositions for organ. One-quarter of all the music scholarships offered at the secondary school level were awarded to project junior high school students.

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In the area of literature, the children produced beautiful original free verse poetry, some of which was awarded literary prizes by Temple University in the North City Festival. The high degree of literary skill evidenced in the recent project junior high school magazine, "The Eagle" reflects the effects of literary enrichment.

Special school-wide projects in art annually have given impetus to the development of special talent and the attendance at classes conducted by various community agencies.

The most encouraging results of the program can be found in the voiced appraisal by the school administrators. They have stated repeatedly that many children who never before had experienced recognition and who formerly had resorted to undesirable behavior to gain status found that they could realize status through their talents.

CHAPTER IV

THE SCHOOL

The school of the encapsulated community often suffers from the same disadvantages as those which affect the community. Population density, poor housing, disease and family mobility have their parallel in large classes, high rates of pupil absenteeism and transiency, incomplete certification and mobility of staff, and inadequate physical plant facilities. Limited achievement and general detachment from purpose often characterize the prototype of the school that serves the disadvantaged community.

At the outset of the project "The School-Community Coordinating Team" in Philadelphia, many of these characteristics of the prototype could be found in the schools selected to participate in the project. Class size averaged thirty-nine to forty-two children per class. The physical plant varied from a school accommodating over 1800 children to a school of 600 children. The buildings varied in age from an elementary school built in 1901 to the junior high school of the project opened in 1959. The staff personnel varied in skill and experience from one school having an almost totally experienced, certified staff to a school with over fifty per cent substitute staff. Pupil transiency and absenteeism were high and achievement was far below city established expectancies.

It became immediately apparent to the school administrators of the project that the traditional school concept simply failed to meet the needs of the child and of the educational program required by the child. If the effects of disadvantage were to be offset in any measure, the concept of the school and of the school program had to be modified.

The modification of the traditional school concept revolved about five areas:

1. The retraining of teachers through a program of in-service

education on school time to more adequately meet the needs of the child, particularly in the area of the language arts.

2. The modification of the existing pattern of assignment of students to classes.
3. The provision and utilization of on-staff resource and supportive service personnel.
4. The extension of the school day, week and year to provide tutorial and enrichment experiences.
5. The development and distribution of specific curriculum materials for use in the teaching program.

THE RETRAINING OF TEACHERS

The development of professional excellence is an ongoing task in every school program. In programs of compensatory education, the importance of the task goes unchallenged, for teachers of the disadvantaged child recognize that the usual approaches fail to produce academic success. Often, only frustration results for both student and teacher.

Since the project planners recognized the need for providing specific help to teachers, a program of in-service education on school time was established in each of the project schools. One day a week in each school was devoted to intensive training in theory and techniques of teaching the disadvantaged child. Groups of teachers, organized on the basis of teaching assignments, met with the Language Arts Consultants or the Arithmetic Consultant for periods of approximately forty-five minutes. All teachers, regardless of experience or certification, attended the in-service sessions. For each hour of theory developed with the teachers, at least an hour of demonstrated techniques with class units was programmed. In addition, teachers were given specific instructional materials designed and developed by the consultants for use with the children. The result was a unified core of understandings and techniques supported by specific materials for implementation of both.

The in-service program also provided for the development of curriculum material workshops with joint faculty groups. The publication "Independent Reading Activities" was a direct outgrowth of such a workshop activity. Other publications by the Language Arts Consultants include brochures entitled, "Written Expression," "Techniques for the Teaching of Spelling," "Pre-Writing Activities," and "Study Skills." Spelling lists were compiled and various instructional monographs in the other areas of the language arts were created. Brochures of scope and sequence at each grade level, booklets on systems of numeration, set theory and other new math concepts, and diagnostic and follow-up tests were prepared by the Arithmetic Consultant.

To ascertain what teachers found valuable in the in-service program, teachers were asked to respond anonymously to a questionnaire. The respondents represent four categories of teaching experience:

CATEGORY

A - Less than five years of experience
B - Between five and ten years of experience
C - Between ten and twenty years of experience
D - Over twenty years of experience

The teachers were asked to indicate whether or not the program affected them significantly. Four choices were offered:

- Not at all
- Slightly
- Significantly
- Outstandingly

CHART 1 - RESPONSES INDICATING SIGNIFICANT POSITIVE EFFECT
(Refers to answers in the categories of significant or outstanding)

QUESTION	CATEGORY			
	A	B	C	D
To what extent has the in-service program contributed to your over-all professional growth?	76%	66%	73%	78%
To what degree has the in-service program affected your preparation and planning of construction?	79%	57%	84%	89%
To what extent did the structured materials make your teaching more effective?	87%	61%	72%	67%

It is apparent that teachers at all levels of experience found the program to be of significant positive value.

MODIFICATION OF THE CLASS ASSIGNMENT PATTERN

Prior to the inception of the project, the assignment of children to various class organizations was largely a matter left to the discretion of the individual principal. In most cases, heterogeneous grouping prevailed and the instructional program had to cope with the full range of ability, particularly reading and language ability, represented in the group.

Within the first year of the project it was decided that perhaps the effectiveness of the instructional program would be enhanced if the range of proficiency in the language skills, particularly reading, could be reduced. By means of the Group Informal Reading Inventories, developed and administered by the Language Arts Consultants, the Language Arts Teacher and the Reading Adjustment Teacher, children were tested semi-annually to determine the instructional level in reading. Class groupings were made on the basis of this variable.

In selected questionnaire items, teachers were asked to evaluate the homogeneous grouping using the same system cited earlier to indicate their responses.

CHART 2 - RESPONSES INDICATING SIGNIFICANT POSITIVE EFFECT
(Refers to answers in the categories of significant or outstanding)

QUESTIONS	CATEGORY			
	A	B	C	D
To what degree has homogeneous grouping by reading achievement helped to improve reading instruction in your class?	80%	83%	83%	89%
To what degree has homogeneous grouping by reading achievement improved the total instructional program in your class?	88%	71%	78%	89%
To what degree has homogeneous grouping by reading achievement helped to raise the reading levels in your class?	88%	73%	90%	89%

Since the major measure used for grouping children by reading performance was the Informal Reading Inventory, teachers were asked to evaluate the measure as a test device and were asked to react to the value of the semiannual testing program in relation to their class program of reading instruction. Their reactions indicated recognized value of the testing procedure and its effect on the total reading program.

CHART 2A - RESPONSES INDICATING SIGNIFICANT POSITIVE VALUE OF THE INFORMAL READING INVENTORY TESTING PROGRAM
(Refers to answers in the categories of significant or outstanding)

QUESTION	CATEGORY			
	A	B	C	D
How has the IRI testing helped your reading program?	82%	76%	88%	100%
How has the IRI grouping affected your total teaching program?	80%	77%	87%	100%

The responses of the teachers indicate that the IRI is a successful device for ascertaining instructional level and that the grouping resulting from the testing significantly affects, in a positive way, the success of the program of reading instruction.

THE PROVISION OF SPECIAL CONSULTANT RESOURCES

The schools of the project were provided specific consultant resources in the persons of two Language Arts Consultants, an Arithmetic Consultant and two Consulting Teachers. A detailed description of the function and operation of the consultant service appears in the chapter on Supportive Personnel. A short statement of the role of the consultants might prove helpful in the discussion of the following material.

Essentially, the Language Arts Consultants and the Arithmetic Consultant planned, taught and directed the program of in-service education in their specialized areas. In addition, the consultants demonstrated in the classrooms, thereby giving direct and immediate assistance to the classroom teacher. They also supervised the testing programs in their curricular areas, and they developed specific teaching materials.

The Consulting Teachers concentrated in the areas of classroom management and program planning. Their major concern was giving help to newly-appointed teachers and long-term substitutes. Their help was given on a one-to-one basis and involved classroom visitations, demonstrations and conferences.

By means of the questionnaire cited in the preceding sections of this chapter, teachers were asked to make judgments on the value of the services rendered by the consultants and consulting teachers.

CHART 3 - RESPONSES INDICATING SIGNIFICANT POSITIVE VALUES
(Refers to answers in the categories of significant or outstanding)

QUESTION	CATEGORY			
	A	B	C	D
To what degree did the approaches developed and presented by the Consultants prove useful to you?	80%	77%	56%	86%
To what degree did cooperative teaching with the Consulting Teachers and Consultants affect your professional growth?	71.4%	51.4%	53%	43%
To what extent have Consultants helped you to grow as a professional person?	54%	43%	53%	71%

EXTENSION OF THE SCHOOL DAY, WEEK AND YEAR

In the shade of disadvantage, much possible human potential withers or fails to bloom. Children lacking the experience and language of the mainstream fail to adjust to its flow. Talents that may be latent often fail to develop. The project planners seeking to compensate for the above-mentioned effects of disadvantage decided that the intellectual and physical horizons of children could be expanded best through a program of planned activities extending the school day, week and year to provide remedial and enrichment experiences.

Activities extending the school day consisted of four types:

- Tutorial and remedial academic activities such as remedial reading and arithmetic centers.
- Enrichment and talent-oriented activities such as chorus, organ, dance and drama groups.
- Craft and home life activities such as ceramics, knitting, cooking and serving.
- Supervised study centers and homework groups.

Throughout the project schools, students came together to participate in one or more of the types of activities cited for at least one hour a week. Teachers or other group leaders were paid at a rate of $3.00 per hour for services rendered in the after-school program.

A survey of the schools indicated that six of the seven schools had supervised study centers with between forty and sixty per cent of the student population between Grades Three and Six in the elementary schools attending. At the junior high school level, about twenty-one per cent of the students in Grades Seven through Nine attended.

Ten per cent of the eligible student population of Grades Four through Nine attended the tutorial groups on a regular basis.

Approximately twenty-five per cent of the eligible student population attended enrichment groups regularly, and about three per cent of the eligible group attended craft and home life activities.

The learning experiences of the school week were extended through a program of planned activities in the wider community on Saturdays. Every Saturday of the school year, groups of children were taken to museums, concerts, theaters, and other educational and cultural centers of the city.

During the month of July, children were taken to plays and concerts at The Playhouse in the Park and Robin Hood Dell, two centers for the performing arts well known and respected in the city. Trips to the nearby park and farm areas gave children nature study and picnic experiences often totally new to them. A multitude of trips to other places of interest were also taken by the children during this program.

The value of the extended school program was universally acclaimed by the teachers. Children evidenced an increased desire to explore and involve themselves in new learnings. There was a marked improvement in the students' readiness and ability to discuss and apply what had been gained. Teachers reported a noticeable growth in confidence and status among pupils who have received peer group approbation for their success, and behavior that was disrupted in attention-seeking outlets has been modified.

CHAPTER V

THE COMMUNITY

INTRODUCTION

The special educational needs of the disadvantaged child generally find their roots and sustenance in the home and social environment from which the child comes. It is in the home and its surrounding environment that the child assimilates the attitudes, aspirations, and behavior patterns that motivate and actuate his behavior.

With his entry into school, the child is presented with a new and often completely different set of attitudes and behavior. Yet, he is expected to understand and accept these new elements, and further, he is expected to make them function as motivators and actuators for his personal behavior. What is all too often the case in the disadvantaged community is that no identification exists between what the home presents and what the school presents to the child. So often, the home is either ignorant of the expected attitudinal and behavioral patterns presented by the school or is hostile to them. The task that faces the school then is one of communication with and education of the home to bring about a more closely allied effort in directing children's growth and development.

The School-Community Coordinating Team program attacked the problem of communication and education of the home for better alliance of effort through:

- The development of a new school agent - The School-Community Coordinator
- The revitalization of home and school association activities
- The initiation of measures of communication and education designed to effect change in parents' attitudes and aspirations for their children.

- The more effective use of the existing counseling teacher service for better family liaison.
- The increased involvement of school personnel in community and social agency supported activity.

THE SCHOOL-COMMUNITY COORDINATOR

The role, responsibilities and activities of the school-community coordinator are set forth in Chapter II of this report. However, the significance of the concept of school-community coordinator as developed in Philadelphia is to be found in the fact that leadership indigenous to the community serviced by the school was sought out, developed and used. The persons selected as coordinators were residents of the community they served. They knew firsthand the factors which operated in the community and which developed barriers between the school and the home.

Because of the individual differences in need of the schools of the project, the programs of the school-community coordinators varied in the detail of implementation.

School-community coordinators sought and identified community leaders in the area serviced by the school. They made the community more aware of the program of the school by personal contacts with their neighbors. They worked directly with parents in their homes in the area of family life education. They manned homework centers during the evening hours or helped establish such study centers in homes in the area. They provided referral and escort service to medical centers for children with special health needs. They procured and often rendered emergency aid in homes where sickness or death had disabled the mother. They made home visits on referrals by the counseling teachers and the classroom teachers. They have served as interpreters and translators.

Of the nine school-community coordinators in the project, eight were women and one was a gentleman, a Spanish-speaking coordinator. The work of these coordinators has been outstanding and all teachers and parents served by them acclaim their value.

In addition to their work described above, the various school-community coordinators have been responsible for:

- Career conferences for parents.
- Contacts to unemployed parents for referral to employment services.
- The active involvement of Puerto Rican parents in home and school association activities.
- The collection and distribution of clothing to needy families.
- The establishment of a food bank of surplus foods.
- The establishment of Tot Lots, a recreation facility in the neighborhood exclusively for children under five years of age.

It is the consensus of both the personnel of the project and of visitors who have come to the project that the measure of success realized by the coordinators is unbelievable. The concept, as developed by Philadelphia, has proved its worth over and over and it has been recommended that the services of a school-community coordinator be provided to every school in an economically disadvantaged area.

HOME AND SCHOOL ASSOCIATION ACTIVITIES

Every school of the project had a home and school association at the outset of the program. The degree of activity and the quality of activities varied. With the advent of the project, the principals and school-community coordinators worked directly with the association leadership to develop programs attuned to the School-Community Coordinating Team concept.

The program of the individual school was explained to parents in meetings of their association. Demonstration lessons showed the changes in curriculum taking place in the school. The language arts and arithmetic consultants addressed groups of parents to help them better assist their children. The bilingual coordinators translated as the speakers spoke.

In one school with a high percentage of Puerto Rican children, the association sponsored a Spanish fiesta and other activities of Pan American union.

In another school classes in cooking were given by the home and school association to help mothers make better use of surplus foods received from the Federal Government.

Speakers from the office of Adult Education were brought on a regularly scheduled basis to give guidance in family life and employment.

Parents sponsored Book Fairs in many schools and provided excellent resource and recreational reading materials at low cost.

Home and school association groups went on various trips of a cultural and educational nature.

The effects of this revitalization of the existing home and school association program can be found in the reports of school-community coordinators who noted that:

- Some parents had returned to school via the Standard Evening High School.
- Parents had attended trips to the United Nations, Hershey, Pa., the Art Museum in the city, and various social and police agency facilities.

- More books and newspapers were evident in the homes visited.
- More prints and reproductions of paintings decorated homes.
- More parents were interested enough to attend hearings and discussions at City Hall when the problem affected their community.

CHANGES IN PARENTS' ATTITUDES AND ASPIRATIONS

The prime interest of the school in relation to parents was that of changing parents' aspirations for their children by educating the parents themselves. To ascertain to what degree we were successful in this respect, the school-community coordinators interviewed at least thirty parents each. Each parent interviewed was asked twelve questions. The questions appear as Appendix D.

Two hundred and thirty-seven parents were interviewed - two hundred and seven mothers and thirty fathers. The results of the interviews follow.

During the project years, seventy-seven parents had taken further schooling (63 mothers, 14 fathers). Thirty-three per cent of the respondents, therefore, had attempted to gain further knowledge and skill. As a result of this schooling, approximately 48% of those taking training had gained better employment or a promotion. Among the men of the group, 79% had bettered their employment status. Further, the same number who had taken training planned to continue to do so.

Another significant indicator of the effect of the program could be found in the responses to Item 7. Over 90% of the parents have bought books and magazines for use by their children in the home.

Of the parents interviewed, 67% responded that they participated in school-sponsored parent groups. Unfortunately, data does not exist as to the percentage of participation prior to the project; however, it is known that participation was quite limited.

Another indicator of change appeared in responses to Item 12. Sixty-five per cent of the parents indicated that they were making plans for the education of their child beyond high school.

PARENTS' ATTITUDES TOWARD SCHOOL

The project planners were interested in how the home and school association leadership saw parents' attitudes toward the school. The president of the home and school association and the faculty representative on each home and school association board was asked to respond to a series of questions.(Appendix E)

To the question of awarness, there seemed to be no consistent trend in the response. Some schools responded that there was great awareness, while others felt their efforts were still yielding limited awareness.

In response to Item 3, there was a definite trend toward increased disposition to assume leadership roles by parents. Further, all the respondents felt that the parents were using the services and did know the special personnel available in the project.

The overwhelming majority of the responses to Item 6 indicated that the parents of the project view the school as the focal point of the community. Although the percentage of parents coming to school varied from 20% to 60%, the message of the school was definitely reaching them and being heard.

UTILIZATION OF EXISTING COUNSELING TEACHER SERVICES

Every elementary school of the project had a counseling teacher. At the junior high school, four counselors were assigned.

To ascertain what kind of activities were part of the counselor's program and how these were received, questionnaires were distributed to approximately 20% of the teaching staff plus the following auxiliary personnel: the counselor, the school-community coordinator, the nurse, the project chairman and the administrative assistant, and the principal. The 20% selected represented a cross section of the teaching staff with consideration given to experience and grade level.

The questionnaire is arranged in two parts. Part I deals with twelve fundamental areas in which guidance or advice could be offered in the school. In each of the areas the questionnaire sought to obtain information regarding the frequency of referrals, the persons or agencies to whom these referrals were made, whether or not help was received and whether or not the help was satisfactory. Approximately eighty questionnaires were completed. The information summarizes Part I:

- Emotional Health

  Sixty per cent of the responses indicated a great or moderate referral. The overwhelming number of referrals was made to the counseling teacher. A lesser number made referrals to community and city agencies. In almost every case, help was received and in all but four cases, the help was satisfactory.

- Physical Health

  Eighty-two per cent of the responses indicated great or moderate referral. The overwhelming number of referrals was made to the school health personnel. A significant number of referrals was made to community and city agencies. In all of the cases help was received and found satisfactory.

- Financial or Other Material Assistance

Fifty per cent of the responses indicated great or moderate referral. The overwhelming number of referrals was made to the counseling teacher and a significant number of referrals was made to community and city agencies. In all cases help was received and found satisfactory.

- Family Living

Twenty-seven per cent of the responses indicated great or moderate referral. Most referrals were made to the counseling teacher. The Family Living Teacher and the Homemaking Consultant jointly received approximately the same number of referrals. Help was received in every case and found satisfactory.

- Family Relationships

Thirty-four per cent of the responses indicated great or moderate referral. The bulk of the referrals was divided rather equally between the counseling teacher and the school-community coordinator. In all cases help was received and found satisfactory.

- Vocational or Employment Service

Twenty per cent of the responses indicated great or moderate referral. Most of the referrals were made to community or government agencies. Help was received in all cases and found satisfactory.

- Adult Education

Eighteen per cent of the responses indicated great or moderate referral. A heavy majority was referred to the Division of School Extension. In all cases help was received and found satisfactory.

- Recreation and Cultural Enrichment

Seventy-two per cent of the responses indicated great or moderate referrals. More than half of these referrals were made to either community agencies or to the respective school enrichment program. In all cases satisfactory help was received.

- Educational Guidance for Children

Seventy-two per cent of the responses indicated great or moderate referral. Most referrals were divided equally between the language arts teacher and the extended school program. However, a large number of referrals was also directed rather equally to the office of the counseling teacher. In all cases, satisfactory help was received.

- Attendance and Promptness

Seventy-three per cent of the responses indicated great or moderate referral. The attendance office received the greatest number of referrals. However, a very large number of referrals was directed to the counseling teacher, the school-community coordinator and to the office. In all cases, satisfactory help was received.

- Community Improvement

Thirty-three per cent of the responses indicated great or moderate referral. Community and government agencies received the largest number of referrals, with the school-community coordinator receiving high recognition. All cases receives satisfactory help.

- Human and Interpersonal Relationships

  Fifty-one per cent of the responses indicated great or moderate referral. While the counseling teacher received the largest number of referrals, the school-community coordinator and community agencies together received an almost equal number. In all cases, satisfactory help was received.

Part II of the questionnaire consists of five questions designed to reflect greater sensitivity toward the existence of guidance problems and an increase in the use of guidance services by school personnel and the community.

Question 1: How have you become more sensitive to school related problems of adults and children?

Eighty-seven per cent of the responses have by the nature of the comments indicated greater sensitivity.

- Increased discussions with other staff members, children and parents.
- Greater use of specialized school personnel, consultant services, community speakers and community agencies.
- Increased awareness of environmental influences.
- Greater awareness of children's needs.
- More school staff participation in school-community activities with all phases of guidance work.

Question 2: Has there been an increase in your use of the school services which are available?

Ninety per cent of the responses have indicated an increase.

This increase is noted particularly in:

- Greater use of special staff personnel and consultants.
- More awareness and use of special services ordinarily available by School District.
- Increasing use of special services offered by project.
- More effective use of materials.

The ten per cent negative responses indicated insufficient counseling and nurse services.

Question 3: Has there been an increase in your use of the community resources (recreational, social, cultural, educational, etc.) which are available?

Eighty-three per cent of the responses indicated an increase. The responses show that all types of community resources were used. However, recreational and educational services received the greater proportion. Negative responses were recorded because teachers felt limitation of teacher time and the fact that these agencies were used in a similar respect prior to the project.

Question 4: Have you observed a more positive attitude on the part of children and parents toward seeking help from the school?

Eighty-one per cent of the responses indicated an increase. The request for help in a variety of areas was marked. Teachers noted that parents were more cooperative and showed more understanding. Parental comments were favorable and showed desire to fulfill school requests.

Attendance at school activities increased. Services of guidance and health personnel were particularly good. As school-community rapport developed, it is reported that parents seemed to lose hesitancy and reluctance to seek assistance from the school.

Question 5: What suggestions would you offer to make the school's role in advising and guiding more effective?

- Reduction in class size.
- Additional counseling, health and psychological services.
- Provision for parent-teacher conferences on school time.
- Greater clarification of the objectives of the program to staff and community; renewed interpretation continuously.
- Continuing analysis of role of each of the special services assigned to the schools and the project.
- Better articulation among school personnel.
- More effective use of community agencies and resources.
- Wider publicity of Great Cities School Improvement Program.
- A program designed to interpret more clearly the community to the teaching staff.
- A program involving training of school-community coordinators to make their work more productive.

- Consideration of a structural guidance program for staff, pupils and parents.

INCREASED INVOLVEMENT OF THE SCHOOL IN COMMUNITY AFFAIRS

Prior to the inception of the School-Community Coordinating Team, involvement by the school in community matters was a purely individual decision and commitment. All of the schools in the project had home and school associations. However, by and large, the concern of the associations was limited to matters related to the school.

With the advent of the project, the school personnel, in conjunction with the school-community coordinators and the existing home and school associations, began to work cooperatively for the benefit of the community. Problems of the community became the active concern of these groups. In one area which was experiencing a high influx of Puerto Ricans, the school leadership was instrumental in the forming of a civic association that brought together both Negroes and newly arrived Puerto Ricans in a program of education and local reform. This civic association was instrumental in blocking the issuance of a liquor license to an individual who wished to open a tavern in this already tavern-saturated area.

In the western sector of the project area, two civic associations were in existence. Here new direction and momentum were given to their activities through the combined efforts of the School-Community Coordinating Team.

School personnel became involved in leadership roles through service on the boards of the various community civic associations and through adult education programs in the school. The school facilities and staff were used to demonstrate the use of surplus foods. Meetings to explain the social and city agencies serving the community were held throughout the project area. For example: personnel of the school, Department of Licenses and Inspections and local civic association leaders examined, with the intent of offering solutions, the housing and health hazards of the community. Through their concerted efforts, the inspectors were able to get into every house and every room in an area which was once impenetrable.

School personnel took an active part in both Fellowship House and Heritage House, two agencies for intergroup understanding.

Both teachers and administrators have been recognized for their services by community and municipal awards.

INCREASED PARTICIPATION OF STUDENT PERSONNEL IN COMMUNITY AGENCY PROGRAMS

Although the project area suffered and continues to suffer from economic deprivation, service agencies did exist in the area. To ascertain what effect, if any, the project had on the agency programs and on the community as the agency evaluated it, the agency directors were interviewed. Appendix F gives the questions used.

The agencies contacted were:

R. W. Brown Boys' Club
District Health Center No. 6
St. John's Settlement House
Columbia Branch Y.M.C.A.
Women's Christian Alliance
Heritage House (a private organization whose primary purpose is to improve the cultural experience of the community)
Kensington Branch Library

The agencies contacted were of two categories: Agencies that provide recreational, cultural and tutorial activity and agencies that deal with social and health services.

All of the agencies reported that they had expanded their programs during the project years. Three agencies stated that the community meetings generated by the project were a factor in the expansion of their programs. Five of the agencies indicated that there had been an increase in the number of pupils participating in their programs. One agency indicated that this was particularly significant in view of the fact that much of the area was in stages of redevelopment.

All of the agencies except one stated that there was a definite positive correlation between the advent of the Great Cities School Improvement Program and the increase in the participation in their activities. One agency stated that they noticed the following changes in attitudes of their participants: "greater desire to have new experiences, more community pride, more ready participation in clean-up projects."

All of the agencies except one stated that there was a notable increase of interest in academic and cultural activities.

The articulation between the schools and the agencies was characterized as being good. One agency stated, "The enthusiasm of those working in the Great Cities School Improvement Program is a significant factor in developing and maintaining this relationship."

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

As stated previously, the objectives of the School-Community Coordinating Team were basically as follows:

1. The greater realization of pupil potential.
2. The evolution of a new educational program.
3. The revitalization of the immediate community of the school for an active, responsive role in the education of its members.

Of the first objective, we can say that greater realization of pupil potential has resulted in children who have participated in the project from the outset. For the student population as a whole, a new climate of growth prevails. Academic achievement in the basic language skills, particularly reading, has been stimulated. In addition, where in the past cumulative learning retardation produced a deterioration of performance on mental aptitude tests, today the deterioration of performance has been significantly reduced.

In the area of behavioral and attitudinal change toward a more positive self-image, the measure of growth has been clearly discernible. Children have come to recognize their value and the contribution they can make. Talents that were latent in particular children have been activated with varying degrees of success.

Of the second objective we can state without reservation that the educational program now being offered in the project schools differs greatly from that offered prior to the project. Teachers who have participated in the in-service education program are teaching with increased skill and with far deeper understandings of the problems at hand. What is more, the entire staff has come to value the ongoing program of staff training.

The carefully structured language arts program supported by specifically developed materials has resulted in better development of content and better pupil performance. Repeatedly teachers have voiced their enthusiasm for the instructional aid given.

The extended program of enrichment activities is difficult to evaluate objectively for the effects of enriched experiences are not immediately discernible; however, it can be said that the shell of encapsulation has been penetrated and our children have come into contact and communication with the wider community.

Of the third objective we can say with conviction that never before in the history of the city have the communities of the disadvantaged come to the point of understanding collaboration with the schools as they have during this project. Communities which were lethargic or had withdrawn from communication with the school now engage in a full and purposeful dialogue with the school. Indigenous leadership has been developed through the direct leadership given by the schools and both parents and citizens have come to recognize their stake in the success of education.

To facilitate future planning of the Great Cities School Improvement Program the principals of the project schools were requested to recommend features of the present program which were considered worthy of continuation and to suggest improvements and innovations which would strengthen it. The planning committee of the Great Cities Project, after due consideration of the material presented in the previous chapters of this report, voiced the unanimous opinion that the program had not only proven its right to continue but had also shown such indications of positive change as should encourage intensification and expansion of the program. It was felt that in order to insure both continued growth and an increase in the rate of positive change, the project must consider strengthening and improving those features considered to be most vital to past successes and the addition of new areas of experimentation based on needs discovered while engaged in ongoing project activities.

As vital features of the present program that should not only be continued but strengthened, the principals listed the following:

IN-SERVICE EDUCATION OF TEACHERS ON SCHOOL TIME

This area was considered to be, in a poll of faculties, one of the most valuable features of the program. Continuation was strongly recommended, bolstered by the addition of in-service training for teachers in science and social studies. As the project continued, however, it was felt that there should be differentiation of in-service sessions in order to more adequately meet the now varied needs of the trained and untrained members of each faculty.

AN ONGOING PROGRAM OF ORIENTATION

In the early years of the project a goodly portion of the budget was set aside for orientation of both staff and community. Summer workshops, Saturday morning meetings and extended faculty meetings were staffed by experts in the fields of sociology, psychology, anthropology, and education. These helped to widen teacher horizons, broaden depths of understanding, and bolster morale, thus helping to foster the much needed spirit of dedication so vital to the success of any project. This is an area of the project which has not had continuous stress. In order to meet the needs of the many new teachers and principals, and to help reinspire all others, the committee felt that an orientation program should not only continue but also be augmented in the following manner:

- Utilization of many more outstanding consultants in the above-mentioned fields who have specialized in the problems of the disadvantaged for seminars, workshops and discussion sessions.
- Revival of summer and Saturday morning orientation sessions designed to meet increasingly broader bands of faculty spectrum.
- Organization of pre-fall terms - two or three day workshops in each school. During this time new teachers could be oriented, team plans could be firmed up, and consultants could present and distribute programs and materials for immediate use, thus insuring a more organized beginning to the school term. Faculty committees could meet and formulate plans at this time. Bulletin boards, classrooms and special areas could be prepared so that children would feel the impact of the project on the first day of school. *

INTERVISITATION PROGRAM FOR STAFF

The committee felt the need for the introduction and implementation of a program of intervisitation with other Great Cities projects. Principals and consultants would be given the opportunity to observe programs in other cities, reporting observations of worth-while activities back to the planning committee for consideration. The Philadelphia Great Cities School Improvement Program has had a multitude of visitors, from communities faced with the problem

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* An ongoing program of community orientation was also recommended. It was felt that periodic meetings with key leaders of the community would help to enlist their aid in obtaining project goals.

of teaching the disadvantaged child. They came from near and far - from the United States, Canada, Europe, the Near East, and South America. The planning committee felt that should the Great Cities School Improvement Program staff personnel have this opportunity granted them, the resulting cross fertilization of ideas would prove beneficial to the project.

THE LANGUAGE ARTS PROGRAM

Since lag in language development is universally considered a critical factor in the lack of academic achievement of the disadvantaged child, the committee felt that the Great Cities School Improvement Program must continue to give priority to the development of the communication skills in a program articulated kindergarten through the grades.

THE LANGUAGE ARTS TEACHER

The language arts teacher has proven to be of inestimable value to the Great Cities School Improvement Program. The success of the total language arts program of each school was greatly aided by her expert advice and skill. She has also proved invaluable in the establishment of language arts programs in the classes of new teachers, substitute teachers, as well as in revitalizing the program of experienced teachers. This supportive service was felt definitely worth retaining by every member of the committee, not only continued but also strengthened by the addition of an extra language arts teacher in the larger, more complex school situations.

THE ARITHMETIC PROGRAM

The mathematics program was aimed at both helping the teachers to acquire better understanding and appreciation of the changes in the mathematics curriculum, and at helping the teachers to implement this understanding into a program geared to the improvement of achievement in arithmetic. It was felt that this program should be continued and strengthened.

THE MATHEMATICS LABORATORY TEACHER

The committee felt that a valuable addition to the Great Cities School Improvement Program project would be a mathematics laboratory staffed by a full time mathematics teacher. This laboratory would not only prove a center for all mathematics materials but also a center for demonstration enrichment and experimentation. The mathematics teacher would also demonstrate in classrooms and work with special groups of children.

THE SCHOOL-COMMUNITY COORDINATOR

School-community coordinators have performed unique and invaluable services in each of the project schools. The continuation of their services is highly desirable. It is suggested that in schools with large numbers of pupils, additional coordinators be assigned. It is further recommended that a supervisor of coordinators, a professional social worker skilled in working with community problems, be assigned to work with them. She could be used for orienting new school-community coordinators, for providing the total group with in-service training.

THE ENRICHMENT PROGRAMS

All members of the committee felt that the enrichment class, taught several times weekly by the language arts teacher, was well worth continuing. However, at the junior high school level this presented major rostering difficulties, and only a limited number of children could participate in the language laboratory enrichment programs. It was, therefore, felt necessary at this level to concentrate enrichment programs in language arts in the top potentially academic classes. Additional books, trips, experiences, study skills materials and help was planned for these classes. This program should not only continue but become intensified.

It was also felt that after school enrichment programs which have been largely in the fields of art, music and literature should not only be continued but expanded. These, however, should not be dependent on the strengths or weaknesses of a particular faculty but should be planned to meet the needs of the children by drawing their personnel from schools anywhere within the district, and also utilizing the resources of the graduate student body at Temple University.

Trips made by our project buses have been restricted to staying within city limits. However, for the urban child there is a great need for first-hand experience with the country and seaside. The committee felt that the project should continue the present concept building trips and that the geographical limits for tripping should be extended to a 70 mile radius, thus including seaside and mountains.

Cultural experiences outside our project area also have been limited for our children. A great need was felt for a much expanded cultural enrichment program including sizable blocks of free tickets to the children's theatre, children's concerts, special movies such as "Mary Poppins," the Aquarama, the circus, ball games (football and basketball as well as baseball), etc.

Within the project area it was felt that greater attempts should be made to encourage creativity and discover latent talent. More scholarships to the Saturday museum classes should be provided and centrally located Saturday classes under talented leadership could be located within the project area. Expansion of enrichment in this direction, it was felt, would prove extremely productive.

The continuation of an extended enrichment program would necessitate increased bus service, an increase in materials, and an increase in paid personnel.

In addition to the retained and expanded programs it was felt that there should be an attempt made to create staff stability by providing more appointments, reducing class size, and supplying administrative assistants to project schools. Also desired were closer ties with the Division of Research and Testing and the utilization of a nationally standardized testing program.

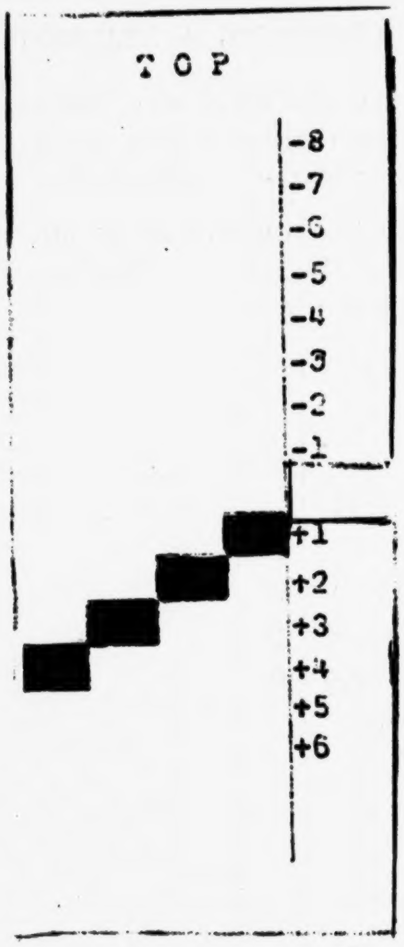
The committee also felt the need for planned public relations programs with a possible public relations staff member attached to the project. University related programs both for teacher training and curriculum experimentation purposes, it was thought, might prove most beneficial in stabilizing teacher turnover.

All concerned felt that the Great Cities School Improvement Program had definitely demonstrated the possibility for positive change both in community and school relationships, and in raising levels of achievement.

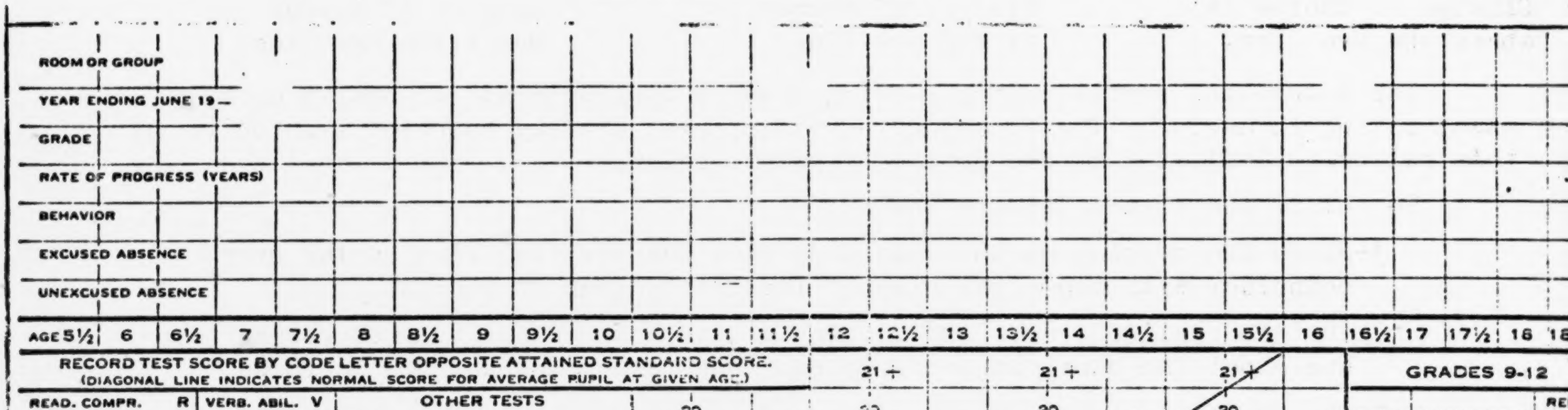
The staff of the Great Cities School Improvement Program reported great satisfaction with the evidences of positive change in the years of participation in the project. All hoped to see not only continuation but also expansion of a program designed to better develop the possible potential of the disadvantaged child.

APPENDIX

APPENDIX A



OVERLAY GRID



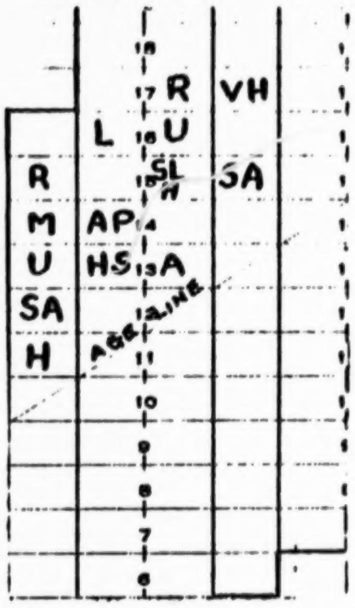
CUMULATIVE RECORD FORM

APPENDIX B

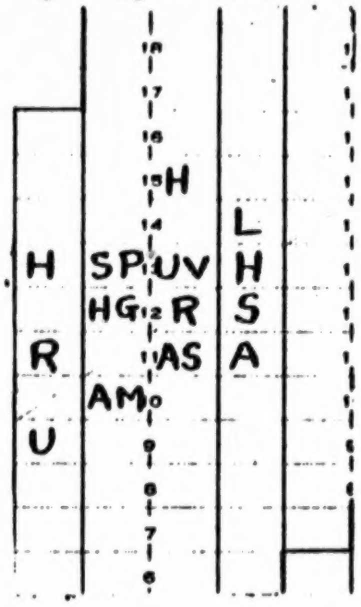
SUGGESTED PROCEDURE FOR OBTAINING A STANDARD-SCORE RATING

The test scores on the cumulative records are valuable for guiding and grouping pupils. The existing test-score pattern provides a predictive index that is subject to less error than an IQ or any other single test score.

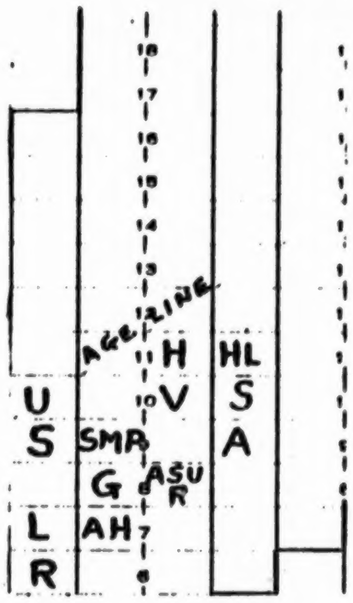
The test scores on the portion of each graph shown below provide a good approximation of the pupil's ability level. The relationship of the test-score pattern to the age line can be determined by inspection.



Cluster of scores is above the age line.



Cluster of scores is at the age line.



Cluster of scores is below the age line.

For counseling pupils or for placing them in instructional groups, a more exact rating is useful. The accompanying transparent overlay is helpful in obtaining this rating, as indicated by the duplicate graphs below.

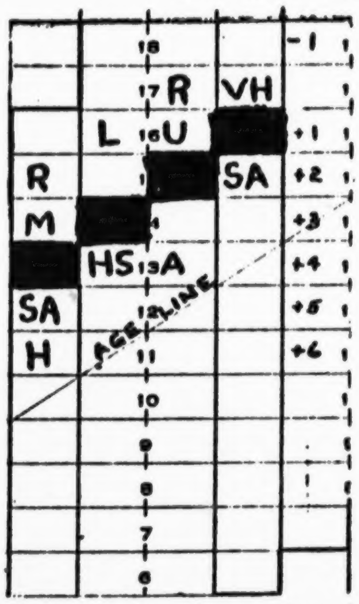
To obtain the standard-score rating:

1-Place the overlay on the record so that the vertical line on the overlay coincides with the right side of the last column of scores.

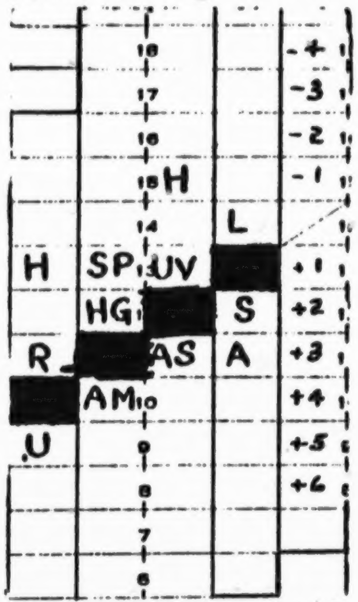
2-In this position, move the overlay up and down until, by inspection, there are about the same number of scores above and below the black blocks.

3-The age line will be under the number on the overlay which is the standard-score rating.

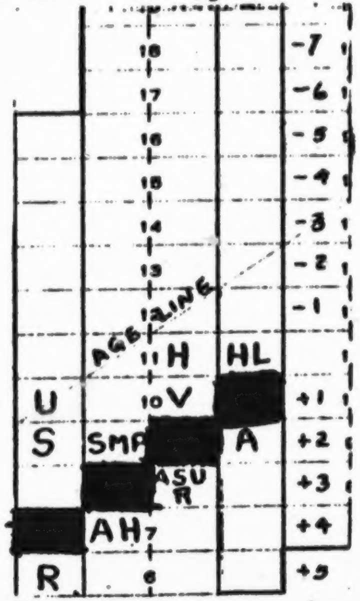
4-Enter the standard-score rating in red pencil where the overlay is cut out.



Median test score is 3 standard-score units above the age line.(+3)



Median test score is on the age line.(0)



Median test score is 3 standard-score units below the age line.(-3)

Division of Educational Research, January 17, 1964

APPENDIX C

GREAT CITIES SCHOOL IMPROVEMENT PROGRAM
PHILADELPHIA, PENNSYLVANIA

ATTITUDINAL AND ASPIRATIONAL INVENTORY

1. What do you consider to be your major purpose in life?

2. Number in order of importance the reasons that helped you make your choice.
   The assembly guests who came to our school
   My family encouraged me
   My teacher's interest in me
   The trips we took
   The fact that I understood my school work better
   The stories we heard and read in the literature program

3. After Junior High School I plan to
   go to vocational school
   get a job
   go to high school

4. I expect
   to finish high school
   to go to some business or trade school
   to go to college

5. What do your parents want you to do when you finish school?

6. After Junior High School my parents want me to
   go to vocational school
   get a job
   go to high school

7. My parents expect me
   to finish high school
   to go to business or technical school, such as beauty, undertaking
   to finish high school and get a job
   to go to college

8. Have your parents ever discussed what your future plans might be with you?

9. What steps have your parents already taken to help you after you leave school?

10. After I finish school I expect to be

11. I understand that to do this I must get_______________training.

12. When I get to the next higher school I would like to be active in school groups such as:

13. List four subjects in which you feel you are growing.

14. Underline the three things you think you would need most to succeed in the next higher school.

Work habits
Cooperation with others
Self-discipline
My effort
Luck

15. What do you want most out of school?

High marks
Good work habits
Citizenship training
To enjoy myself
Learning how to get along with others
Learning to be a leader
Learning about the world

16. What do you like most in a friend?

17. What do you like least in a friend?

18. What about yourself do you think people like in you?

19. What is there about yourself that you would like to improve?

GREAT CITIES SCHOOL IMPROVEMENT PROGRAM
PHILADELPHIA PENNSYLVANIA

Questionnaire to help determine parent aspirations for themselves and their children

SCHOOL____________________ INTERVIEWER____________________

Indicate FATHER or MOTHER being interviewed by marking F or M under each number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	MARK "YES" OR "NO" FOR EACH RESPONSE															
Have you taken any further schooling or training in the last 3 years?																
Have you gotten a better job or a promotion as a result of this schooling?																
Do you plan to take any further schooling in the near future?																
Are you helping your child to select television programs that have educational value?																
Are you taking your child on cultural trips, theatre or concert?																
Have you given your child private art, music, dancing or other cultural lessons?																
Have you bought books, encyclopedias or childrens' magazines for your child?																
Have you given service to any children's activities in the community? (church, scouts, etc.)																
Have you become involved in any parent groups that got started in the school?																
Have you encouraged your child to join any community activities? (Brown Boys Club, scouts, YMCA-YWCA)																
Have you planned any summer activities for your child? (Day camp, Bible school, summer school, library reading program, community service projects, etc.)																
Are you making plans for education beyond high school for your child? (Savings account, educational insurance or scholarships, etc.)																

APPENDIX E

GREAT CITIES SCHOOL IMPROVEMENT PROGRAM
PHILADELPHIA PENNSYLVANIA

Title: Questionnaire on Parents' Attitudes Toward School

Project Proposal I B - p. 14

I. To what degree do you think parents are aware of and understand school objectives, problems and pupil-centered procedures?

How can you support your answer?

II. Since the inception of the Project have the parents assumed greater responsibilities in school activities? List.

Activities	Kind of participation

III. Do the parents offer to assume positions of leadership in school activities?

IV. What avenues do the parents use to communicate with the school?

V. Do you think the parents know and use the special personnel available in the Project?

VI. Can you describe how the parents view the role of the school in the community?

VII. What percentage of parents do not come into the school?

GREAT CITIES SCHOOL IMPROVEMENT PROGRAM
PHILADELPHIA, PENNSYLVANIA

QUESTIONS FOR THE INTERVIEWING OF COMMUNITY AGENCY REPRESENTATIVES

1. What is the primary purpose of your organization?
2. What kinds of activities does your organization offer school-aged children?
3. Which of these activities were developed within the past four years?
4. What prompted the development of these particular activities?
5. Do you feel that the community meetings held in connection with the Ford Foundation Project were a factor in the expansion of your program?
6. What percentage of the children of this community participated in your activities program prior to 1960?
7. Has the participation increased in the past four years?
8. Do you see any relation between the Great Cities School Improvement Program (Ford Foundation Project) and the increase of participation?
9. Have you seen an increased interest in participation in the activities of either an academic or cultural nature?
10. How would you appraise the articulation between your agency and the schools of this community? What suggestions do you have in relation to this matter of articulation?